DOCUMENT RESUME

ED 278 171 EA 019 176

TITLE	What Is the Penny Buying for South Carolina? Assessment of the Second Year of the South Carolina Education Improvement Act of 1984.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE	1 Dec 86
NOTE	91p.; For a related document, see ED 275 039.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; Attendance Patterns; Community Attitudes; Community Involvement; Community Services; *Educational Assessment; Educational Environment; Educational Finance; *Educational Improvement; Educational Testing; Elementary Secondary Education; Enrollment Trends; Family School Relationship; *Improvement Programs; Incentive Grants; Inservice Education; Instructional Effectiveness; Program Effectiveness; Program Evaluation; School Community Relationship; Special Programs; State Legislation; Student Evaluation; Tables (Data); Teacher Certification; Teacher Motivation; Vocational Education
IDENTIFIERS	South Carolina; *South Carolina Education Improvement Act 1984

ABSTRACT

This assessment of the second year of the South Carolina Education Improvement Act of 1984 presents an analysis of information in six areas important to improving education. This trend information can be used to determine whether proposed benefits of the act are being realized. The first chapter reviews trends in student test scores and other academic indicators assessing the success of academic performance initiatives. The second chapter examines services to groups of students including early childhood development, compensatory and remedial mathematics and reading programs, gifted and talented programs, advanced placement courses, and vocational education. Chapter 3 deals with services to school personnel, emphasizing the importance of quality professional staff as fundamental to quality education. Chapter 4, on school conditions, focuses on positive school climates and conditions as factors related to improved student performance. The fifth chapter highlights community involvement, stressing the role of parents, community, and business as partners with the schools in the education process. Chapter six examines public confidence and its link to the strength of a public education system. The seventh chapter outlines recommended changes in the teacher and principal incentive programs, respectively. Methodologies, grants, program information, and other relevent data are listed in 11 attached appendices. (WTH)

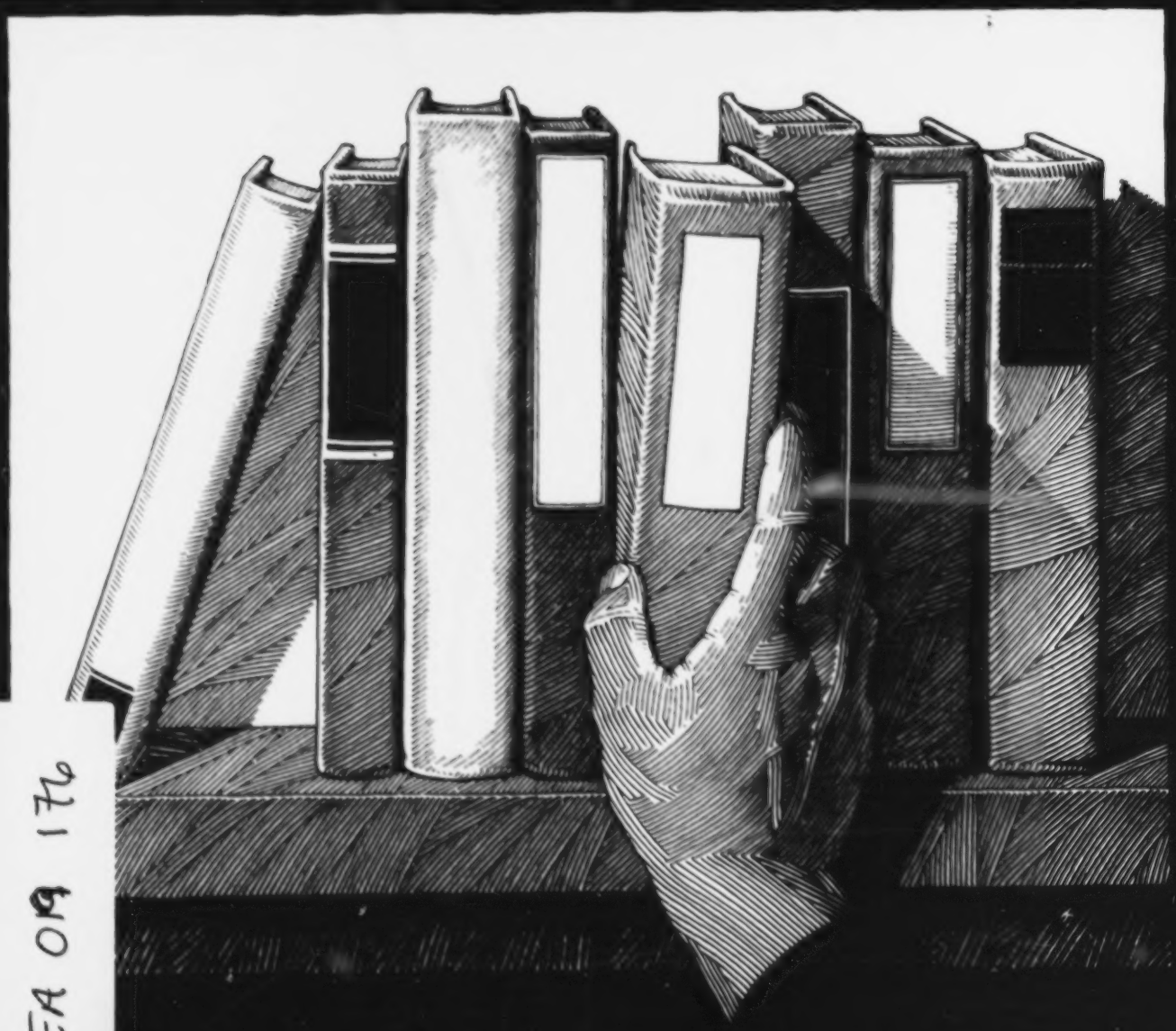
ED278171

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. J. Knight
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



EA 019 176

WHAT IS THE PENNY BUYING FOR SOUTH CAROLINA?

Assessment of
the Second Year of
The South Carolina Education Improvement Act
of 1984

Division of Public Accountability
Dr. M. Donald Thomas, Deputy Superintendent
Dr. Diana Ashworth, Director

Research and Assessment Coordinator
Ellen M. Still

Dr. Jerry Salisbury
Charles L. Batts
Peter Smyth
Janet Lawson
Jan Plowden
Mary Smith, Word Processing

South Carolina Department of Education
Charlie G. Williams
State Superintendent of Education

December 1, 1986

TABLE OF CONTENTS

	Page
INTRODUCTION	1
SUMMARY	2
CHAPTER 1: ACADEMIC PERFORMANCE	
Cognitive Skills Assessment Battery (CSAB)	13
Basic Skills Assessment Program (BSAP)	14
Comprehensive Test of Basic Skills (CTBS)	19
Scholastic Aptitude Test (SAT)	22
American College Test (ACT)	23
National Assessment of Education Progress	23
Student Dropout Rate	24
Holding Power of Schools	24
Student Attendance	25
Teacher Attendance	26
College Success of South Carolina High School Graduates	26
CHAPTER 2: SERVICES TO GROUPS OF STUDENTS	
Number of Students Served in Special Programs	29
Half-Day Programs for Four-Year-Olds	29
Compensatory and Remedial Programs	30
Gifted and Talented Programs	34
Vocational Education	37
Advanced Placement	38
CHAPTER 3: SERVICES TO SCHOOL PERSONNEL	
Inservice Training for Teachers	39
Inservice Training for Administrators	40
Principal Apprenticeship Program	41
Prospective Principal Assessment Program	41
Teacher Incentive Program	43
Tuition Reimbursement Program	45
Teacher Loan Program	45
Teacher Certification and Experience	46
CHAPTER 4: SCHOOL CONDITIONS	
Opinions on School Conditions	49
Truancy, Suspensions, and Expulsions	52
Students Taught by Teachers Out-of-Field	55
School Incentive Program	55
Competitive Grants for Teachers and Schools	56
EIA School Building Funds	57
CHAPTER 5: COMMUNITY INVOLVEMENT	
Business/Education Partnerships	59
South Carolina Foundation for Public Education	60
School Volunteer Programs	60
Opinions on School-Home Relations	61
Opinions on School-Community Relations/School Improvement Councils	62
CHAPTER 6: PUBLIC CONFIDENCE	
Attitudes Toward the EIA	64
Attitudes Toward Public Education	64
Money Issues in Education	65
Opinions of Education Personnel and the Profession	65
Enrollment Trends in Public/Private Schools	68

CHAPTER 7: RECOMMENDATIONS

Teacher Incentive Program 69
Principal Incentive Program 69

APPENDICES

A - District Performance on BSAP 72
B - Discussion of Standard Error of Measurement (BSAP) 73
C - Compensatory and Remedial Programs Evaluation Design and NCE Discussion 74
D - Inservice Education Opinion Survey Methodology 75
E - Administrators' Leadership Academy 1985-86 Programs and Locations 76
F - Tuition Reimbursement Program (1984-85) 77
G - Attitudes and Opinion Surveys Methodology 78
H - Schools Receiving Incentive Rewards 79
I - Competitive Teacher Grants 85
J - Competitive School Grants 87
K - EIA School Building Program 88

INTRODUCTION

When South Carolina passed the Education Improvement Act of 1984, this major education reform legislation initiated or expanded numerous programs and increased the state's sales tax from 4 cents to 5 cents on the dollar to provide the additional revenue needed to implement the Act. Included in the law was the requirement that an annual assessment by the State Board of Education be provided to the General Assembly by December 1 of each year.

The assessment report presents an analysis of information in six areas important to improving education. By examining trends in each of the areas of student achievement, services to special students, services to school personnel, school conditions, community involvement, and public confidence, changes in the education system can be identified. This approach provides trend information which can indicate whether the proposed benefits of the EIA are being realized.

The reader should note that many of the Act's programs are being phased-in, so the early reports in these areas will be limited in their ability to fully assess what the penny is buying for South Carolina. However, in order to provide intermediate as well as in-depth information on programs, the assessment reports will be presented in a format containing both short- and long-range indicators. The short-range indicators provide data that are currently available and allow pre-EIA performance to be compared to post-EIA performance. Short-range indicators also include new information that can be gathered rather quickly. The long-range indicators include studies of programs that will take three or more years to complete.

The implementation of the programs mandated by the EIA will require continued effort at all levels of educational governance. It is hoped that this report will serve both as a source of information for those interested in South Carolina's educational system and as a reference for those monitoring the progress of the EIA.

SUMMARY

Academic Performance

The primary focus of the Education Improvement Act is improvement of student academic performance. Under the Act changes have been made to reinforce the emphasis on academics in the schools and to further an atmosphere conducive to learning. Reviewing the trends exhibited by student test scores and other academic indicators provides a method for assessing the success of these initiatives.

TEST SCORES

- Eighty percent of the students in grades one, two, and three now meet the math and reading standards on BSAP. The performance of sixth and eighth graders also improved. The percent of students meeting the reading standard surpassed 70% for both grades; and in math, the percentage of eighth graders meeting the standard surpassed 60% for the first time. However, the lower percentages of students meeting the standards in these grades remain a problem that South Carolina schools must successfully address. This is necessary if the reform effort is to succeed and if the high school exit exam is to be passed by a majority of the students.

- From 1981 to 1985 the number of students meeting both BSAP standards increased. Students passing both reading and mathematics standards in 1985 surpassed the standards by more than their 1981 counterparts. The percent of students failing both tests has decreased substantially, and those who did fail both tests in 1985 were closer to the standards than students failing in 1981.

Basic Skills Assessment Program
Percent of Students Passing/Failing Both Reading and Math and Changes in the Two Groups

1981 to 1985

	Percent in +R+M			Percent in −R−M			Total Shift in Student Population
Grade	1981	1985	Change	1981	1985	Change	
1	59.6	75.8	+ 16.2	21.2	10.8	− 10.4	26.6
2	54.4	73.6	+ 19.2	23.3	8.9	− 14.4	33.6
3	52.7	72.3	+ 19.6	23.8	9.2	− 14.6	34.2
6	40.3	52.6	+ 12.3	38.0	24.5	− 13.5	25.8
8	36.5	49.8	+ 13.3	42.7	28.3	− 14.4	27.7

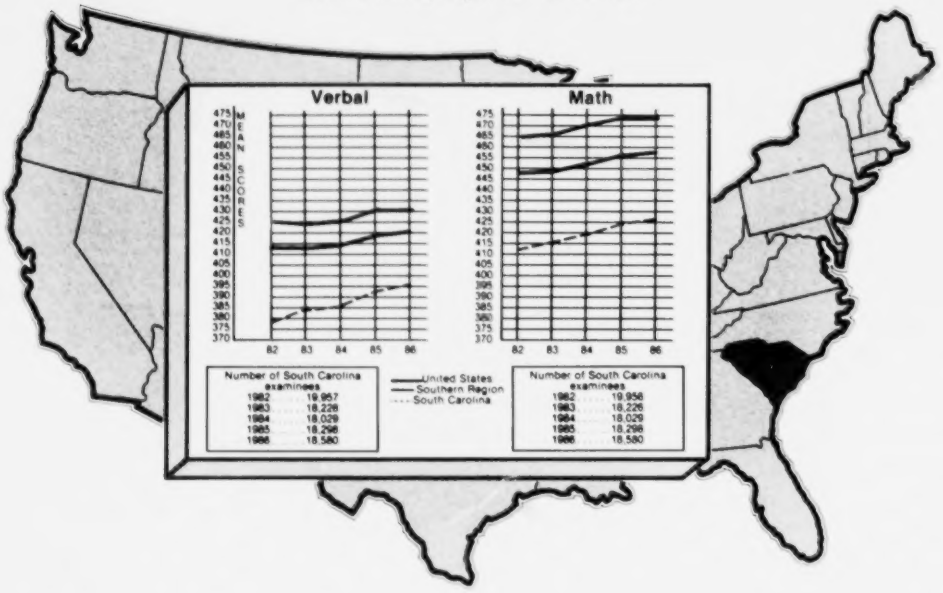
- On the CTBS, improvement was seen in the seven skill areas and in battery totals in grades four, five, and seven, the three grades tested in both 1985 and 1986.

- The 1986 CTBS results showed a continuation of the general "shift" of students upward from the bottom to the top two quarters of the national distribution. This movement indicates that students all along the spectrum performance improved.

- Students eligible for the federal free and reduced price lunch program made gains which enabled them to narrow the gap slightly with students not eligible for the program. However, the large differences between these two groups constitute a problem which must be addressed and should continue to receive attention.

- In a year when SAT scores showed no increase on the national level and the southeastern region gained only four points, South Carolina students gained 11 points on the two sections of the test. Although South Carolina's performance remains below that of the region and the nation, the gains made by this state's students continued at a pace exceeding that of regional or national students.

Scholastic Aptitude Test
Mean Scores, High School Seniors



- The performance of a sample of South Carolina eleventh grade students tested on the NAEP (National Assessment of Educational Progress) compared favorably with regional and national students on both the reading and writing tests.

OTHER ACADEMIC INDICATORS

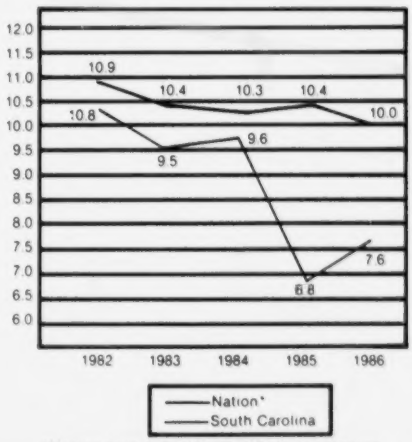
- The 1985-86 dropout rate for students in grades nine through twelve dropped to 4.4% of the enrollment. These figures again reflected a decline from the pre-EIA rates.

- For the past five years, approximately 70% of the student population remained in school from the ninth grade through the twelfth grade. The 1985-86 figures indicated that South Carolina schools again showed no overall improvement in their ability to keep students until high school graduation.

- During 1985-86, students were absent an average of 7.6 days. This absence rate was 20% below the pre-EIA rate, but more than the first year rate of only 6.8 days. Nevertheless, South Carolina led the nation in student attendance for the second consecutive year.

- The percent of students admitted to college continued to increase and now stands at 42.6%. The total percentage of completed courses passed by freshmen was 91.6% in 1985-86, up 1.6 points from the previous year.

Average Days Absent



*Median days absent for the 46 states reporting

Services to Groups of Students

The academic needs and abilities of students in South Carolina's schools are widely diverse. The EIA provides programs to meet these needs in the areas of early childhood development, compensatory and remedial mathematics and reading programs, gifted and talented programs, advanced placement courses, and vocational education.

HALF-DAY PROGRAMS FOR FOUR-YEAR-OLDS

Expanded funding under the EIA provides half-day programs for children "at significant risk" for learning problems at an early age. These programs are specifically designed to help the child develop mentally, physically, and emotionally.

- In 1985-86, 61 districts had programs, which served 6,715 children.
- An evaluation of the program compared children in half-day programs to a group of similar children not enrolled in a half-day program. Program participants were more likely to pass the first grade CSAB readiness test than were non-participants.
- Participants in the half-day programs were less likely to be placed in compensatory education programs. Further, fewer students in this group were required to repeat the first grade.

COMPENSATORY AND REMEDIAL PROGRAMS

The EIA established compensatory and remedial programs for students who have not met minimum standards in the basic skills. Although the selection criteria and curriculum models for the programs differ, both programs are linked to South Carolina's basic skills program. Under this program districts must offer special instruction to these students.

- Preliminary results indicate that for the second consecutive year, students in compensatory and remedial programs made impressive gains on the BSAP and CTBS tests. An NCE gain of 1.0 is considered good; in 1986, the statewide average NCE gain ranged from 4.35 in compensatory reading to 7.83 in compensatory mathematics. These gains were comparable to the gains made in 1985.

Preliminary Analysis
Statewide Average NCE Gains
1984-85 and 1985-86 Compensatory/Remedial Programs

Program	1985	1986
Compensatory Reading	4.85	4.35
Compensatory Math	8.91	7.83
Remedial Reading	3.34	5.42
Remedial Math	6.65	5.94

Preliminary Analysis
Statewide Median Pretest and Posttest Percentiles
In EIA Compensatory/Remedial Programs

Program	Median Pretest Percentile	Median Posttest Percentile	Change
Compensatory Reading	18.5	23	+ 4.5
Compensatory Math	19	29	+ 10
Remedial Reading	21	29	+ 3
Remedial Math	24	34	+ 10

- In 1985-86, compensatory reading and mathematics programs were evaluated in some 800 schools. Gains of 4.0 NCEs or more in reading were shown by 422 schools, and 587 had gains of 4.0 NCEs or more in mathematics. On the other end of the scale, 145 schools had gains of less than 1.0 NCE in reading, and 106 had gains of less than 1.0 NCE in mathematics. The preliminary data indicate that some 29 schools failed to meet the standard of an average gain for compensatory students of at least 1.0 NCE for two consecutive years and must undergo a program evaluation by the South Carolina Department of Education.

GIFTED AND TALENTED PROGRAMS

The EIA requires that by August 1987, school districts must provide programs and services to students identified as gifted and talented. In order to fulfill this mandate, the EIA provides funds to the districts for the programs. Students are enrolled in both academic and artistic programs.

- By 1985-86, enrollment in gifted and talented programs had increased to 28,222 students in 86 districts and funding had increased to $9.4 million. This represents an increase in enrollment of 50% over 1984-85 and in funding, an increase of $2.3 million.

- Of the total enrollment, 24,098 students were in academic programs, 2,942 students were in artistic programs, and 1,182 students were in summer programs.

- Enrollment in gifted and talented programs across the state was highest in grades three through eight.

- Gifted and talented enrollment was larger than expected; 4,591 more students than projected were identified within districts.

VOCATIONAL EDUCATION

The EIA requires that by the 1987-88 school year, vocational education programs place at least 50% of their graduates in related employment or post-secondary study situations. A study conducted in 1985-86 included 12,462 individuals who had completed vocational programs in 1984-85 and were available for work.

- 90% of these individuals were working (including military service) or in school.

- 68.5% were in related areas, 21.5% were in unrelated areas, and the 9% were unemployed.

ADVANCED PLACEMENT

The advanced placement program provides academically talented students the opportunity to take college-level courses within their high school curriculum. These students are able to earn college credit by making an acceptable score on the Advanced Placement Examination of the College Board. The EIA provides funds for these courses, pays the cost of the exam, and requires each student enrolled in the course to take the exam.

- In 1986, the number of students in South Carolina qualifying for college credit on the Advanced Placement exam increased to 48%, up from 41% previous year. Nationally, 69% of the students who took the exam qualified for credit.

- Under the EIA the number of students taking the Advanced Placement exam has risen from 3,595 in 1984 to 7,152 in 1986. The number of students qualifying for credit has risen from 2,002 in 1984 to 3,404 in 1986.

Scores Obtained by South Carolina Students on the Advanced Placement Examination

Percent of Examinees			Scores	Number of Students		
1984	1985	1986		1984	1985	1986
9%	6%	7%	5	327	388	474
15%	12%	14%	4	547	812	976
31%	24%	27%	3	1,128	1,616	1,954
31%	28%	28%	2	1,095	1,952	2,044
14%	30%	24%	1	498	2,084	1,704

Services to School Personnel

The Educational Improvement Act addresses the importance of quality professional staff as fundamental to quality education. The EIA provides for recruitment, training, assessment, and professional development of administrators and faculty.

TEACHERS

- In 1985-86, 2,184 more teaching certificates were issued than in 1984-85.

Teacher Certification by Subject Areas*

	Number Receiving Certification	
Subject Area	**1984-85**	**1985-86**
Early Childhood	604	786
Elementary	1,210	1,623
Language Arts	345	430
Reading	83	119
Foreign Language	64	98
Mathematics	248	347
Science	368	514
Social Studies	310	487
Vocational Education	319	497
Fine Arts	233	406
Physical Education	190	280
Driver Training	22	19
Special Education	827	1,028
Counselor/Psychologist	161	335
Media Specialist	61	75
Administration	313	498
Total	5,358	7,542

*Teachers can be, and frequently are, certified in more than one area. These numbers include initial certification and additional areas.

- Individuals are being recruited into the teaching profession through the Teacher Loan Program. Of the 350 loans awarded in 1985-86, 104 were for graduate study. The loans can be paid back through teaching in critical areas.

- The critical need certification areas of mathematics and science are addressed by a critical need conditional certification program, which allows teachers to be employed while they make up deficiencies outside their subject area while teaching. The number of these certificates rose from 99 in 1984-85 to 141 in 1985-86.

Critical Need Conditional Certificates

	1984-85	1985-86
Mathematics	39	34
Science	38	66
Middle School Science		1
General Science	2	9
Biology	15	25
Chemistry	4	5
Physics	1	1
Total	99	*141

*Six individuals are certified in more than one area.

- The Tuition Reimbursement Program covers the cost of a three-hour course in the field of specialization every two years for certified school staff. A total of 3,903 individuals received reimbursement in 1985-86.

- The Teacher Incentive Program, pilot-tested in nine districts in 1985-86, rewards teachers monetarily for superior performance and career development.

- Teacher inservice has been implemented through the addition of five days to the school year for inservice and through PET (Program for Effective Teaching), which was chosen as the required EIA teacher inservice program in 85 districts in 1985-86.

ADMINISTRATORS

- The Assessment Center at the Department of Education evaluates all candidates for principalship and provides a report of the assessment to the school boards. Early reports indicate that the Assessment Center information is considered to be a useful selection criterion and is being used by school boards in employment decisions.

- Senior district personnel and principals trained as assessors at the Center report a carryover of these skills to their job performance and professional development.

- The Leadership Academy provides inservice training to administrators on a range of topics such as cooperative training seminars, Business/Industry Liaison Programs, the Superintendency Internship Program, and the nationally recognized "Springfield Simulation."

- The Principal Apprenticeship Program assists school districts in the selection and training of future school administrators. Under this program, 49 apprenticeships were funded during 1985-86.

School Conditions

Positive school conditions/climate are believed to be factors related to improved student performance. An orderly environment, emphasis on academics, high expectations for students, and frequent monitoring are all aspects of school climate.

SURVEYS OF OPINIONS ON SCHOOL CONDITIONS

In July 1986, surveys were conducted for the second year involving the public without ties to the public schools, parents with children in the public schools, and public school teachers. In the spring of 1986, students were included in the survey groups for the first time.

Safe, Orderly Environment

- Teachers and students generally felt schools were safe. Parents and the public, however, remained undecided about the safety of schools.

- All adult groups believe that discipline in the schools was improving and that schools handle misbehavior effectively.

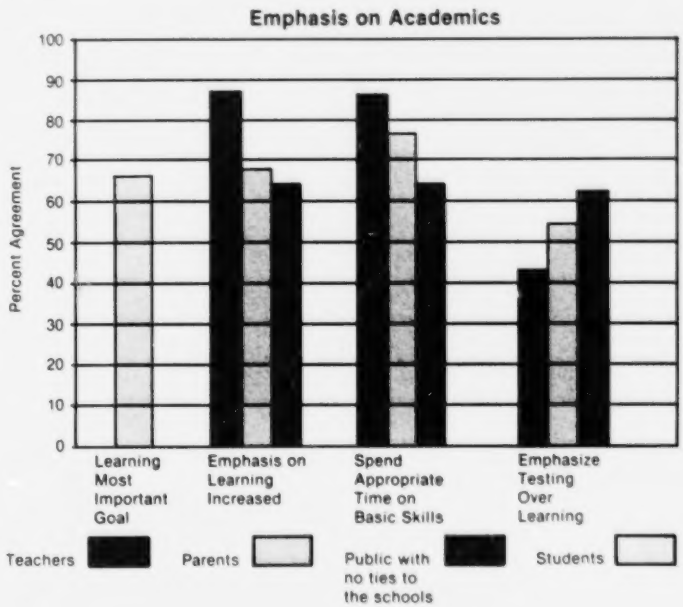
- While students understand and follow the rules, they do not think the rules are fair or that all students are treated equally.

Emphasis on Academics

- When surveyed, over 70% of the students responded that learning is regarded as the most important goal in their school.

- All adult groups thought that the emphasis on learning had increased in the public schools in the last year.

- Parents and the public felt schools emphasize testing more than they do learning.



High Expectations

- Two-thirds of the public and parents felt students were promoted without achieving appropriate reading levels.
- Over 80% of the students said teachers expect them to do their best.
- A majority of the students felt turning homework in on time was important.

OTHER INDICATORS OF SCHOOL CONDITIONS

Truancy, Suspension, and Expulsions

- A decline in unlawful absences and one-time suspensions occurred between 1983-84 and 1985-86. A total of 16,427 fewer students had five unlawful absences and 8,821 fewer students were suspended one time.
- The figures for students suspended more than one time increased from 5.04% to 5.23%. The percentage of students expelled went from 0.39% to 0.57% during the same three years.

Teachers Out-of-Field

- The number of teachers out-of-field increased slightly to 4.8%. This increase was seen mainly on the secondary level and in the subject areas of mathematics, science, and foreign language.

School Incentive Program

- Almost $7 million was awarded to 310 schools and 5 school districts for showing achievement gains over the prior year and improving teacher and student attendance. Amounts awarded ranged from $3,740 to $81,180. The money was used mainly to improve academics.

Competitive Grants for Teachers and Schools

- Teacher grants totaling $195,704 were awarded to 116 individuals, and school grants amounting to $247,391 were given to 55 schools during 1985-86. This money was used to improve teaching practices and procedures and to implement exemplary programs.

EIA Building Funds

$32.9 million of the EIA building fund was allocated to build and repair schools or reduce millage rates.

- 25 districts reduced millage rate.
- 17 districts did not have to raise millage rates because of EIA funds.
- 29 districts obtained waivers for needed additional classroom spaces.
- 25 districts needed no waivers—they either had no debt increase in the last 5 years or had paid the debt.

Community Involvement

The Education Improvement Act emphasizes the role of parents, the community, and business as partners with the schools in the education process. The Act encourages the development and continued growth of business/education partnerships, volunteer programs, and School Improvement Councils.

BUSINESS/EDUCATION PARTNERSHIPS

Business/education partnerships include such activities as management training opportunities for school administrators, tutoring services, and after school programs.

- In 1985-86, there was a 34% increase from the previous year in the number of districts involved in partnership programs.
- 1,033 businesses participated in partnerships with schools, a 37% increase from 1984-85.

SCHOOL VOLUNTEER PROGRAM

School volunteer services are a major facet of community involvement in South Carolina schools in numerous areas.

- 85 districts benefited from volunteer programs in 1985-86. This was an increase of 10 more districts than were involved in 1984-85.
- Volunteers served as tutors in 61 districts.
- At least 51 school districts used community members as mentors or resource speakers.

SCHOOL-HOME RELATIONS

- The 1985 survey of parents, teachers, and the public found that schools were making efforts to inform and involve parents. However, a perception by these groups of a lack of knowledge about the schools did exist. This perception echoed that of the 1985 survey. The reasons given for the lack of knowledge among parents included: parents were not interested; a lack of communication existed between parents, teachers and/or administrators; and school meetings were scheduled at inconvenient times.

SCHOOL-COMMUNITY RELATIONS

- Parents, teachers, and the public agreed that principals do seek community support. Of the groups surveyed, teachers were the most positive with regard to citizen involvement in school planning.
- Only 18% of the parents and 13% of the public had heard of School Improvement Councils. On the other hand, almost 70% of the teachers were familiar with the Councils. In the 1985 survey, 25% of the parents knew about the Councils.

Public Confidence

The strength of a public education system is directly linked to public confidence, understanding, and support. If the reform effort represented by South Carolina's Education Improvement Act is to succeed, the public must perceive that improvement is occurring and that the changes are a move toward quality education.

EDUCATION IN SOUTH CAROLINA

- In 1986, 90% of the teachers, 65% of the parents, and 58% of the public without ties to the public schools felt that public education was improving in South Carolina. These figures represent small increases from previous surveys in 1983 and 1985.
- 36% of the public, 58% of the parents, and 78% of the teachers viewed public education in South Carolina as "good" or "excellent." Among all three groups, the percentage considering the quality of education in South Carolina as "poor" has dropped considerably from 1983.
- 75% of the teachers and 60% of the parents, but only 48% of the public, thought that parents are satisfied with their children's education.
- Funding for educational programs was considered inadequate by 87% of the teachers, 81% of the parents, and 70% of the public without ties to the schools.
- The quality of teachers and administrators was rated as "excellent" or "good" by 50% or more of parents, teachers, and the public.

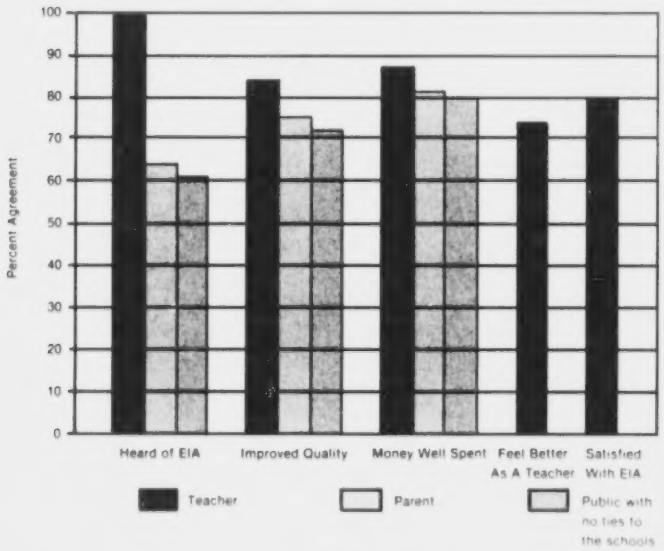
Question:	"How would you rate the overall quality of education in South Carolina: excellent, good, fair, or poor?"						
Responses	1983	1985	1986	1985	1986	1985	1986
	Public*	Public*		Parents		Teachers	
Excellent	5%	4%	4%	5%	7%	12%	11%
Good	30%	38%	32%	44%	51%	65%	67%
Fair	36%	38%	40%	38%	35%	19%	20%
Poor	27%	14%	16%	11%	6%	4%	.7%
Don't Know	1%	6%	8%	1%	.9%	—	1%

*The 1983 "Public" included Parents and Teachers. The 1985 and 1986 "Public" excluded these groups and surveyed them separately.

THE EDUCATION IMPROVEMENT ACT

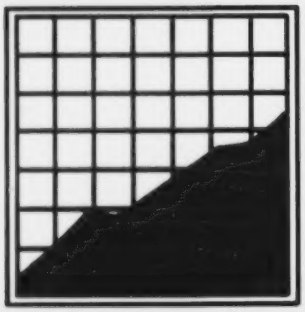
- 84% of the teachers, 75% of the parents, and 73% of the public indicated that they felt the EIA has improved education in South Carolina.
- Over 80% of all three groups responded that EIA funds are money well spent.
- Teachers reported that they felt better about their profession as a result of the EIA. This group further indicated that they felt the EIA has focused public attention on education.

Attitudes Toward EIA



CHAPTER 1

academic performance



Increasing the academic achievement of all of South Carolina's students is a major focus of the Education Improvement Act. Within the provisions of the EIA, initiatives are directed toward fostering an atmosphere in our schools conducive to learning and encouraging greater emphasis on academics. Stricter policies governing attendance and participation in interscholastic activities and an increase in unit requirements for graduation are but some of the provisions of the EIA related to academic achievement.

One of the methods of assessing the success of these initiatives is to analyze the trends exhibited by student test scores. This chapter provides a comparison of the performance of South Carolina students to standards set by the state and to the performance of national student samples. Changes in performance by quarters and by socioeconomic status will also be examined.

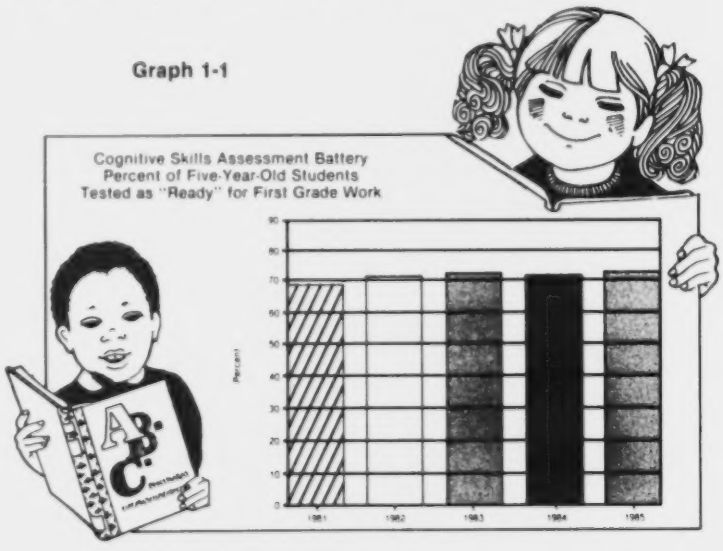
Other indicators of academic performance include attendance, dropout rates, and student performance on the SAT/ACT college entrance exams.

Cognitive Skills Assessment Battery

During the Fall of 1985, 74.2% of the total number of first grade students tested were classified as "ready" for first grade work. This compares with 72.4% from the previous year; a figure which translates into approximately 900 more pupils testing as "ready" in 1985 than there were in 1984 (See Graph 1-1). There has been an increase of 14 percentage points in the number of students "ready" since the first administration of the test in the Fall of 1979. This increase over time has been attributed to the steady increase in the number of students participating in early childhood programs and to changes in the instructional emphasis in various areas.

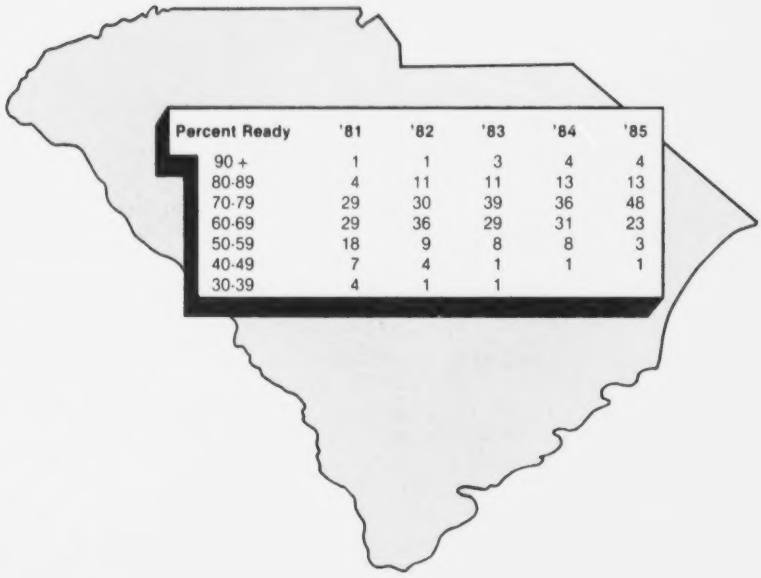
The Cognitive Skills Assessment Battery (CSAB) is used to determine a first grade student's "readiness" for first grade work. Since readiness is developmental in nature and influenced by factors such as age, motor development, and home environment, not all of the state's first grade students will test as "ready." The magnitude of some developmental differences associated with environmental factors may be reduced by kindergarten and other enrichment experiences during early childhood, but not all differences related to readiness can be eliminated. A student does not "pass" or "fail" the CSAB; the test results simply provide a basis on which to prepare appropriate developmental activities for the first grade student.

Graph 1-1



Graph 1-2

Cognitive Skills Assessment Battery
Number of Districts by Percent Ready



Percent Ready	'81	'82	'83	'84	'85
90 +	1	1	3	4	4
80-89	4	11	11	13	13
70-79	29	30	39	36	48
60-69	29	36	29	31	23
50-59	18	9	8	8	3
40-49	7	4	1	1	1
30-39	4	1	1		

The number of districts which showed gains in the percentage of first grade students testing as "ready" for first grade work has continued to increase. As seen in Graph 1-2, 65 districts had 70% or more pupils testing as "ready" in the Fall of 1985, an increase of 12 districts over the figure for 1984.

Basic Skills Assessment Program

The purpose of the Basic Skills Assessment Program (BSAP) is to identify student deficiencies in reading, math, and writing, and to provide a subsequent program of instruction to assist these students in overcoming their deficiencies. The BSAP tests are designed to measure student mastery of certain skills against a criterion or standard specifically intended for South Carolina students.

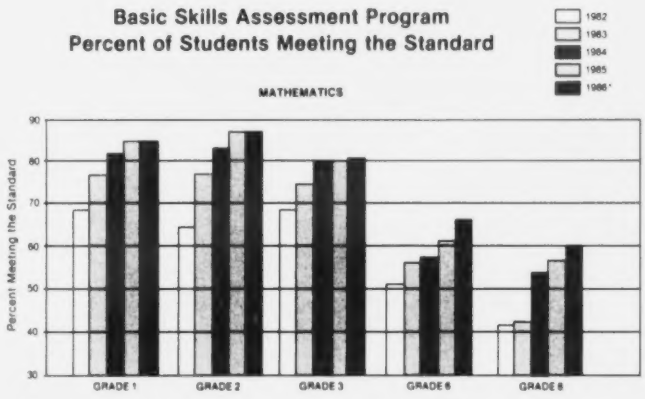
Since the difficulty of the tests may vary according to subject area and from grade to grade, comparisons should not be made across different grades or between basic skill tests within a grade. Comparisons may be made, however, within a grade level and area over time since the degree of difficulty of the tests within a grade and area remains essentially the same from year to year.

STUDENTS MEETING THE STANDARD

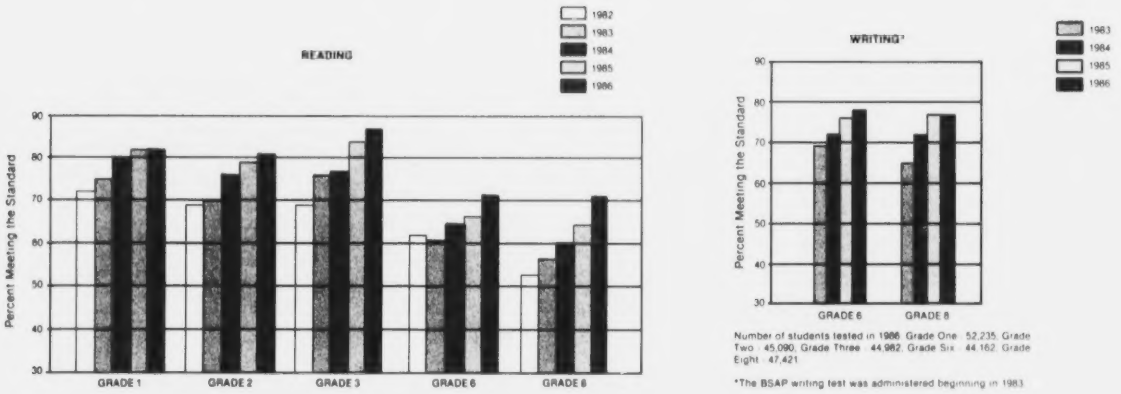
The 1986 BSAP results show continued improvement in the basic skills of South Carolina students. Eighty percent of the students in grades one, two, and three now meet the math and the reading standards. This was the first year the percentage of eighth graders meeting the math standard surpassed 60%, and the percent of sixth and eighth graders meeting the reading standard surpassed 70% (See Graph 1-3). The lower percentages of students meeting the standards in grades six and eight remain a problem that South Carolina schools must successfully address. This is necessary if the reform effort is to succeed and if the high school exit exam is to be passed by a majority of the students.

Graph 1-3

Basic Skills Assessment Program
Percent of Students Meeting the Standard



*The eleventh grade participation in BSAP testing ended in 1986 and changed to participation in the CTBS.



An increasing number of districts continued to show improvement in the percentage of students scoring above the standard. In 1985-86, an average of 86 districts had 70% or more of the students in grades one, two, and three scoring above the standard in reading and in math. Although the performance in grades six and eight has not equalled that of the lower grades, improvement did occur (See Appendix A for more detail).

STUDENTS PASSING/FAILING BOTH STANDARDS

Student mastery of the basic skills may be better examined by looking at the BSAP scores in more detail. This analysis will be done by these two methods:

1) Examining the percentages of students who pass both reading and mathematics tests (+ R + M) and those who fail both tests (– R – M).

2) Analyzing, within the + R + M and – R – M groups, the percentages of students passing or failing the standards by a specified margin; in this instance, by more than two standard errors of measurement (SEMs).

From 1981 to 1985, there were substantial increases in the percentage of students who passed both tests (+ R + M) and substantial decreases in the percentage of students who failed both tests (– R – M) for all grades tested. These positive changes have occurred fairly consistently from year to year, with the exception of grade eight which showed improvement in the last two years.

Within the + R + M and – R – M groups, a larger percentage of students are passing the standards by more than two SEMs and a smaller percentage of students are failing the standard by more than two SEMs. This means that the 1985 students who passed both the mathematics and reading standards did so at a higher level than did the corresponding students in 1981. Also, it demonstrates that the 1985 students failing both standards were closer to meeting the standards than were the corresponding students in 1981. A discussion of standard error of measurement is included in Appendix B.

Table 1-1

Basic Skills Assessment Program
Percent of Students Passing/Failing Both Reading and Math and Changes in the Two Groups[1]

1981 to 1985

	Percent in + R + M			Percent in – R – M			Total Shift in Student Population
Grade	1981	1985	Change	1981	1985	Change	
1	59.6	75.8	+ 16.2	21.2	10.8	– 10.4	26.6
2	54.4	73.6	+ 19.2	23.3	8.9	– 14.4	33.6
3	52.7	72.3	+ 19.6	23.8	9.2	– 14.6	34.2
6	40.3	52.6	+ 12.3	38.0	24.5	– 13.5	25.8
8	36.5	49.8	+ 13.3	42.7	28.3	– 14.4	27.7

[1]The 1981 and 1985 percentages are of the total number of students tested that year.

Table 1-1 summarizes the percentages of students in the +R+M and −R−M group by grade across years. By adding the increases in the +R+M groups to the decreases in the −R−M group for each grade, the "shifts" for each grade level from 1981 to 1985 can be seen. These shifts totalled 25.8% for grade six to 34.2% for grade three and demonstrate significant movement of the distributions away from the −R−M end and toward the +R+M end over the representative five years.

For all grades the percentages of students in the +R+M groups are increasing while the percentages in the −R−M groups are decreasing. With the exception of grade eight, changes have been fairly consistent from year to year. For grade eight, however, the performance remained relatively unchanged from 1981 to 1983, while more positive changes occurred in 1984 and 1985 (See Graph 1-4).

An analysis of the performance of students within the +R+M and −R−M groups looked at how close to the standards the two groups of students were in 1981 and 1985. By using the standard error of measurement (SEM), it is possible to express how far above or below the BSAP standard a specific score lies. For example, a student scoring one SEM above the standard would pass the test, but would have done less well overall than a student scoring two SEMs above the standard. Conversely, this rationale holds for students' ranges of scores below the standard. A score by a student of two SEMs below the standard is a poorer performance than that of a student who scores one SEM below the standard, even though both students failed to meet the standard.

Overall a greater percentage of students in the +R+M group in 1985 exceeded the BSAP standards by more than two SEMs than did their counterparts in 1981 (See Table 1-2). The largest shifts occurred in mathematics, particularly in grades one, two, and three. Grades six and eight, however, had small shifts in mathematics and minimal shifts in reading. The −R−M group in 1985 came closer to the standards since they had lower percentages scoring more than two SEMs below the standards than did the 1981 students. The one exception to this pattern was second grade mathematics which showed a small increase. The largest decreases were in first, sixth, and eighth grade mathematics and third, sixth, and eighth grade reading. Other decreases in the −R−M group were negligible.

Table 1-2

Basic Skills Assessment Program
Changes Within the +R+M and −R−M Groups in the
Percent of Students Scoring More Than Two SEMs
From the Standards
1981 to 1985

Mathematics

	Change in the Percent of +R+M Students Exceeding the Standard by More Than Two SEMs			Change in the Percent of −R−M Students Failing the Standard by More Than Two SEMs		
Grade	1981	1985	Change	1981	1985	Change
1	41.6	56.8	+15.2	63.2	55.1	− 8.1
2	46.5	75.5	+29.0	57.2	59.6	− 2.4
3	43.9	66.8	+22.9	54.6	53.1	− 1.5
6	52.8	56.9	+ 4.1	70.8	58.6	−12.2
8	61.8	65.4	+ 3.6	75.3	63.5	−11.8

Reading

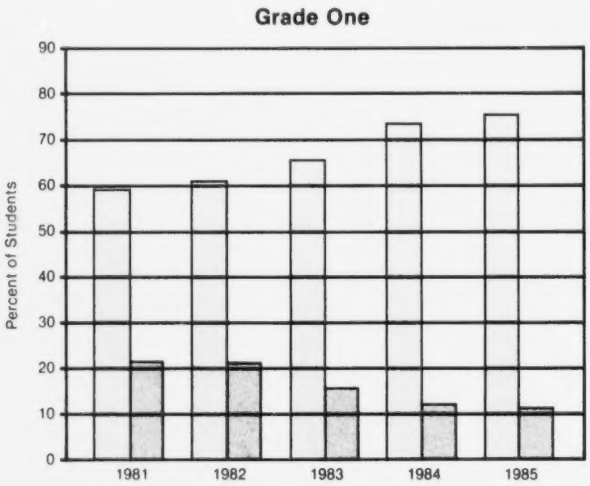
	Change in the Percent of +R+M Students Exceeding the Standard by More Than Two SEMs			Change in the Percent of −R−M Students Failing the Standard by More Than Two SEMs		
Grade	1981	1985	Change	1981	1985	Change
1	81.9	85.9	+ 4.0	61.8	61.2	− 0.6
2	76.5	87.7	+11.2	84.3	83.2	− 1.1
3	75.8	80.5	+ 4.7	74.2	64.0	−10.2
6	72.0	73.1	+ 1.1	70.9	60.9	−10.0
8	68.4	69.0	+ 0.6	74.5	66.1	− 8.4

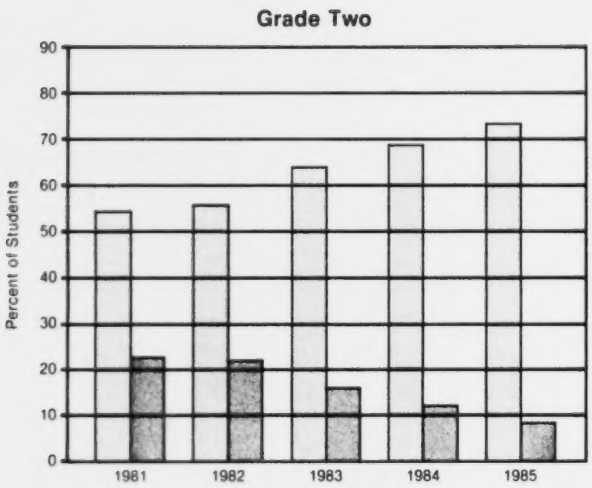
The material forming the basis for this section is taken from *An Evaluation of Students' Mathematics Achievement in the South Carolina Basic Skills Assessment Program: 1981-1984* by Joseph M. Ryan (with supplemental

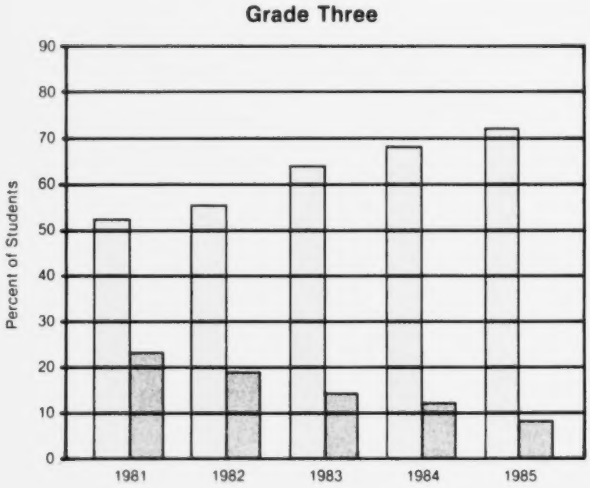
data for 1985 provided by Dr. Ryan) and *An Evaluation of Students' Reading Achievement in The South Carolina Basic Skills Assessment Program: 1981-1985* (Interim Report #2) by Joseph M. Ryan and Michael D. Rowls. Copies of both reports may be obtained from the Office of Research, South Carolina Department of Education.

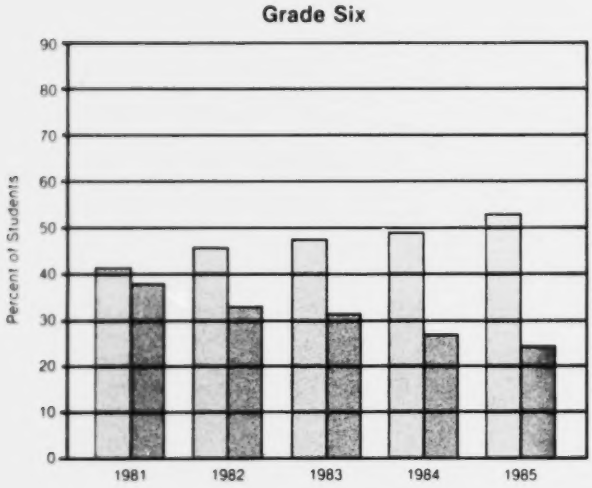
Graph 1-4

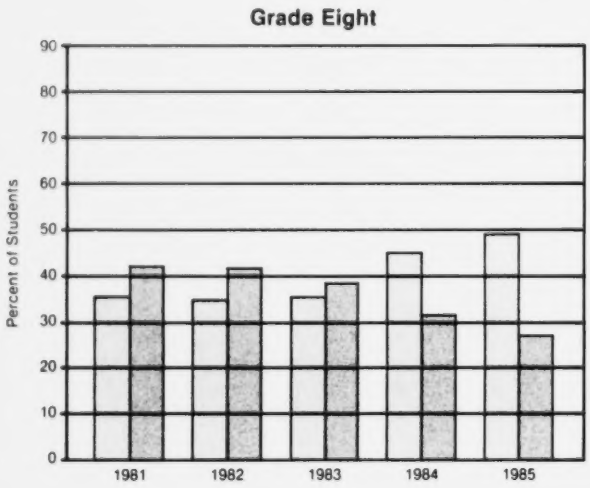
Basic Skills Assessment Program
Percent of Students in +R+M and −R−M Groups











21 20

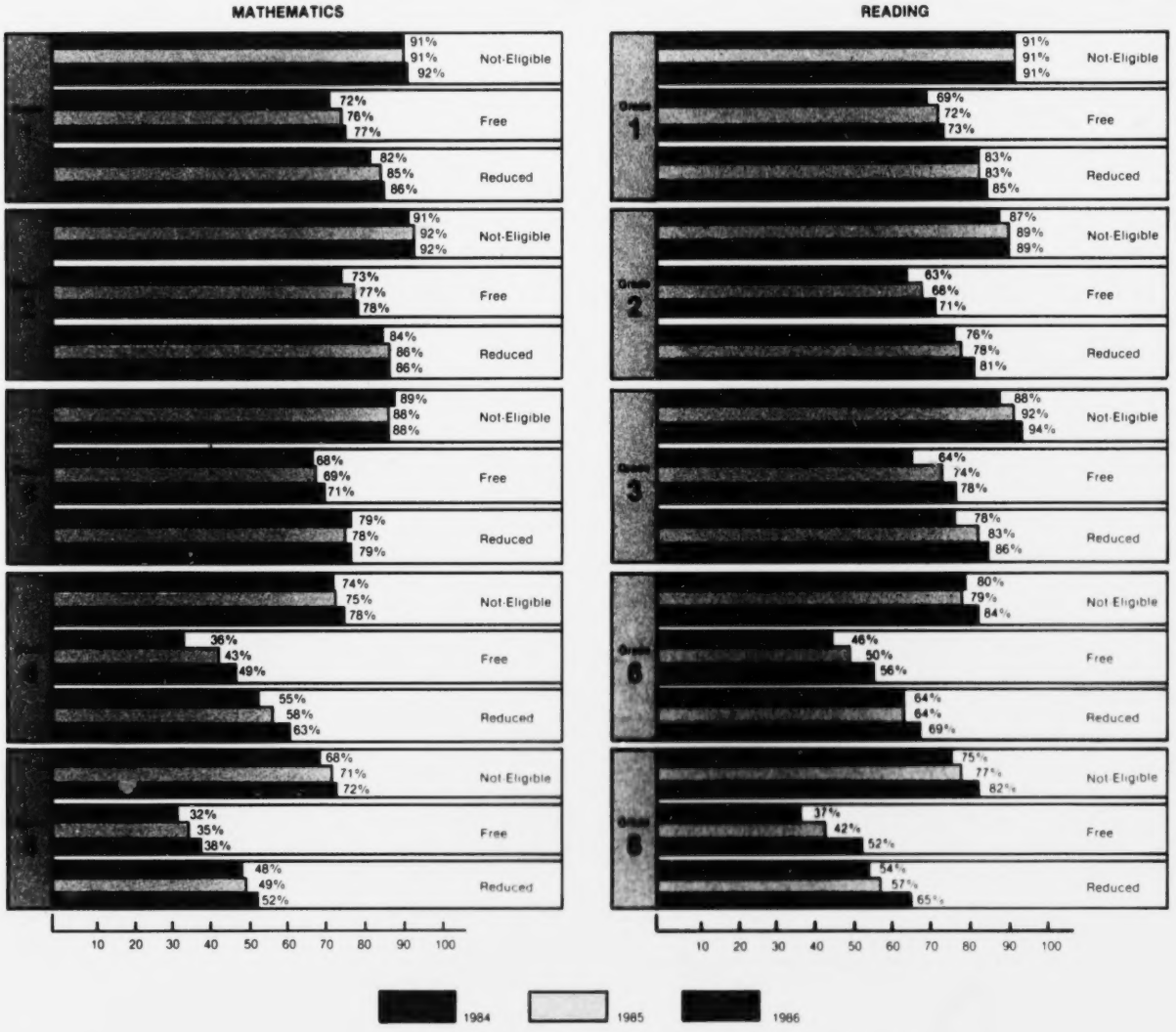
PERFORMANCE BY LUNCH PROGRAM RECIPIENTS

Graph 1-5 presents a breakdown of the percentage of students scoring above the standard on the BSAP as classified by lunch program participation. The federal lunch program provides reduced price and free lunches to students whose families are in lower income brackets. Historically students receiving free or reduced price lunches have not performed as well on BSAP as students who are not eligible. Tracking the performance of eligible students therefore provides an indication as to whether students from low income backgrounds are improving their performance in relation to not-eligibles.

Graph 1-5

Basic Skills Assessment Program

Percent Scoring Above the Standard
by Not-Eligible/Reduced/Free Lunch Program Recipients



In general, steady progress has been evidenced among those students considered at risk as a result of their socioeconomic background. In all but one instance, the gaps between those not-eligible and the reduced and free lunch recipients narrowed between 1984 and 1986. Only reduced lunch recipients in grade eight mathematics made no gains with relation to the figures for those not-eligible during this same period. Gains in the other areas ranged from one percentage point to eight percentage points. The largest gains were made in reading by free lunch recipients in grades three and eight. Nevertheless, differences in performance between and among the three groups are a condition which must be addressed and should continue to receive attention.

Comprehensive Test of Basic Skills

The Comprehensive Test of Basic Skills (CTBS) allows the performance of South Carolina students to be compared to that of a national sample of students in seven areas. In 1986, the test scores continued the positive trend exhibited for the last three years. Grades nine and eleven were tested with CTBS for the first time in 1986, while grade ten was dropped from this testing program as preparations began for the high school exit exam.

STUDENTS SCORING ABOVE THE NATIONAL AVERAGE

The percentage of students scoring above the national average from 1983 through 1986 is shown in Graph 1-6. In the three grades tested in 1985 and 1986 (grades four, five, and seven), improvement was seen in all seven skill areas and the battery totals. Performance for the fourth grade in 1986 shows an average gain of 2.5 percentage points across both the skill areas and the battery total. The fifth grade, tested for the second time in 1986, had an average gain of 3.6 percentage points in students above the national performance level. That grade now scores above the national performance level in all but the one area of reading. Largest gain for 1986 was exhibited by grade five spelling. Seventh grade students again performed above the national average in five skill areas and, for the first time, performed above the national average in the battery total.

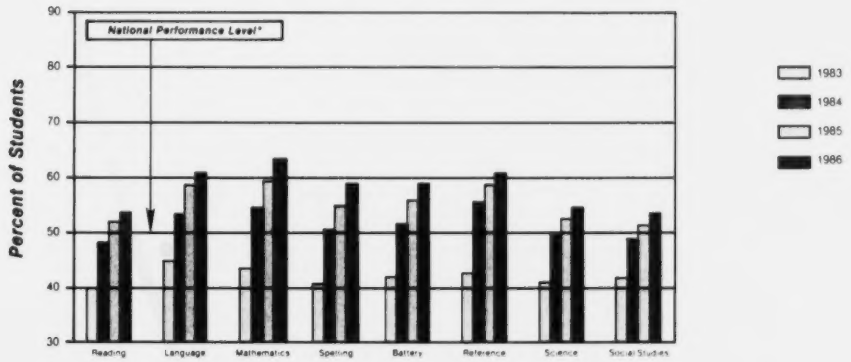
Performance by the ninth grade was above the national performance level in five of the seven skills areas. Eleventh grade students finished with a score above the national average in four of the seven skill areas and in the battery total.

Graph 1-6

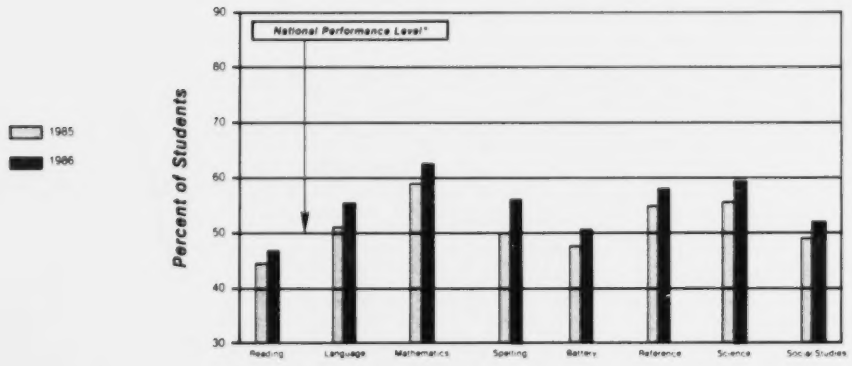
Comprehensive Test of Basic Skills

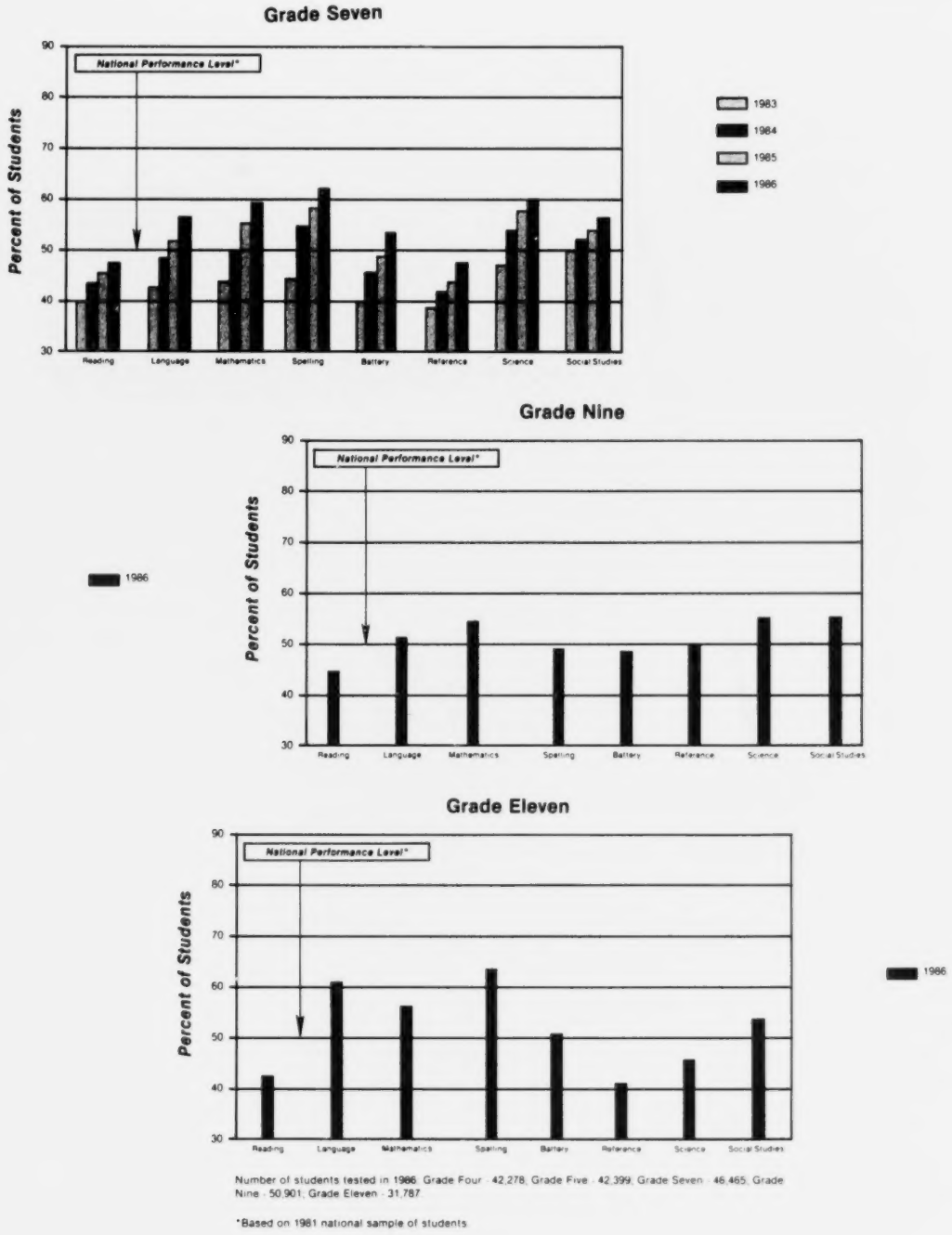
Percent Scoring Above the National Average and Comparison to National Performance Average

Grade Four



Grade Five





Number of students tested in 1986: Grade Four - 42,278; Grade Five - 42,399; Grade Seven - 46,465; Grade Nine - 50,901; Grade Eleven - 31,787.

*Based on 1981 national sample of students.

STUDENT PERFORMANCE BY QUARTERS

Table 1-3 lists by grade and area the percent of South Carolina students in each quarter of the national normative distribution for 1985 and 1986. For grades four, five, and seven, it is possible to make 24 comparisons of performance by quarters of the national distribution between 1985 and 1986 in eight of the achievement areas.

The 1986 results show gains in all instances across the top two quarters (51-75 and 76-99). Further, in all 24 instances, a decrease is seen in the percentage of students in the bottom quarter (1-25) for 1986. The lower middle quarter (26-50) shows an increase in 10 instances and a decrease in 14 instances. The 1986 results continue the pattern as seen in 1985 with a general "shift" of students upward from the bottom to the top two quarters of the national distribution. This movement indicates that students all along the spectrum of performance improved on the CTBS.

Table 1-3

CTBS/U Percent of South Carolina Students in Each Quarter
National Normative Distribution
1985 and 1986

Grades 4, 5, 7, 9, and 11

Grade	National* Quarters	Reading 1985	Reading 1986	Spelling 1985	Spelling 1986	Language 1985	Language 1986	Mathematics 1985	Mathematics 1986	Battery Total 1985	Battery Total 1986	Reference Skills 1985	Reference Skills 1986	Science 1985	Science 1986	Social Studies 1985	Social Studies 1986
4	76-99	26.6	27.2	31.0	33.0	31.7	33.9	34.5	36.6	29.4	30.7	30.8	32.1	25.5	26.8	24.3	25.0
	51-75	25.1	26.0	23.7	25.4	26.4	26.8	24.6	26.1	26.5	27.8	27.5	28.3	26.9	27.7	26.9	28.1
	26-50	29.3	29.9	25.7	25.9	25.7	25.5	26.2	25.3	27.1	26.9	24.8	24.7	27.0	26.9	27.8	27.9
	1-25	19.0	16.8	19.6	15.7	16.3	13.9	14.6	12.0	17.1	14.6	16.9	14.9	20.6	18.7	21.1	19.0
5	76-99	21.1	22.7	23.9	27.2	27.0	30.5	30.1	31.9	22.9	25.3	29.3	31.2	25.2	26.9	19.6	20.7
	51-75	23.6	24.5	26.0	28.8	24.0	24.8	28.6	30.5	24.5	25.5	25.5	26.6	30.3	32.2	29.6	31.0
	26-50	31.1	31.4	26.3	25.7	29.2	28.6	24.1	23.8	31.1	31.3	26.8	25.8	22.5	21.8	27.4	28.0
	1-25	24.1	21.4	23.8	18.4	19.8	16.1	17.2	13.7	21.5	18.0	18.4	16.4	22.0	19.1	23.4	20.2
7	76-99	21.2	22.2	25.8	27.5	26.7	30.4	27.7	30.1	24.0	26.3	23.0	24.5	26.1	27.2	26.3	27.4
	51-75	24.7	25.5	32.1	33.8	24.9	26.3	27.4	29.1	25.2	26.3	21.3	22.9	30.8	32.5	27.1	28.2
	26-50	30.2	30.9	22.8	22.5	27.9	27.2	24.9	24.5	28.9	29.2	37.2	36.3	24.1	24.4	27.0	27.4
	1-25	23.9	21.5	19.3	16.3	20.4	16.1	19.9	16.3	21.8	18.2	18.5	16.3	19.0	15.9	19.6	17.0
9	76-99		21.0		23.2		28.6		28.3		25.8		24.6		25.6		30.2
	51-75		23.8		25.9		22.9		26.3		22.7		25.9		29.3		24.9
	26-50		25.8		25.8		23.6		21.1		24.5		30.5		21.3		25.9
	1-25		29.4		25.1		25.0		24.2		27.0		19.0		23.8		19.0
11	76-99		19.2		36.7		34.2		25.5		26.9		13.6		22.1		26.5
	51-75		23.5		26.8		26.8		30.7		23.9		27.8		23.7		27.3
	26-50		23.1		16.5		19.5		20.8		22.6		29.6		22.8		27.7
	1-25		34.2		20.1		19.7		23.0		26.7		29.0		31.4		18.5

*The national percent ranges of 76-99, 51-75, 26-50, and 1-25 represent the upper, upper middle, lower middle, and lower quarters of the national distribution, respectively.

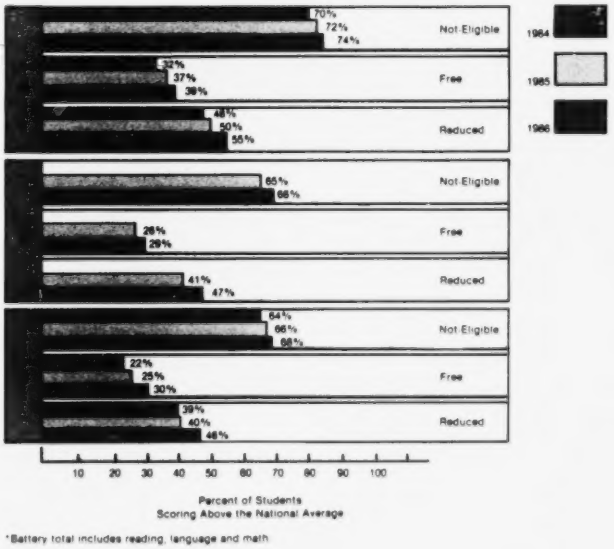
PERFORMANCE BY LUNCH PROGRAM RECIPIENTS

Graph 1-7 provides a breakdown of scores on the CTBS battery total by federal lunch program eligibility. As with BSAP, students eligible for free or reduced price lunches have not performed as well on the CTBS as those students not-eligible for the program.

Since 1984, the gap between the not-eligible and eligible students has narrowed by 3-4 percentage points in the two grades tested all three years. Between 1985 and 1986, fourth and fifth grade students receiving free lunches matched the gains of those students not eligible, while seventh grade students receiving free lunches surpassed the gains made by not-eligibles. The greatest gains were made by students receiving reduced price lunches. These gains enabled this group to narrow the gap slightly with not-eligible students in all three grades. The differences, however, between and among the groups constitute an important area of concern for South Carolina.

Graph 1-7

Comprehensive Test of Basic Skills
Percent Scoring Above the National Average
on Battery Total*
By Not-Eligible/Reduced/Free Lunch Program Recipients



*Battery total includes reading, language and math.

College Entrance Examinations

SCHOLASTIC APTITUDE TEST (SAT)

The Scholastic Aptitude Test (SAT) and the American College Test (ACT) measure those academic abilities which are related to successful performance in college. These tests provide a means for comparing the performance of South Carolina students to that of a national sample of students.

On the SAT as administered in 1985-86, the gap between state performance and national and regional performances narrowed. The mean scores for South Carolina students rose four points on the verbal and seven points on the mathematics portions of the test. While the southern region gained two points on each portion, nationally the mean scores made no progress. South Carolina's total gain of 11 points led the nation, along with Florida and New Mexico.

The gap has been slowly narrowing for some time. Between 1982 and 1986, South Carolina's scores on the verbal portion of the test increased a total of 17 points. In this same area, however, the southern region gained only eight points and the national average rose only five points. The total gains on the mathematics portion between 1982 and 1986 equalled 19 points for South Carolina, 10 points for the southern region, and eight points for the national average. As seen in Graph 1-8, although the state's performance remains below that of the region and the nation, the gains made by South Carolina students continued a pace exceeding national or regional students.

While the mean score for South Carolina has steadily improved, the percent of students scoring 600 and above on the tests has increased only slightly (See Table 1-4). It is possible to score 800 on each portion of the SAT. This state has only half the percentage of students scoring above 600 that occurred nationally. It is hoped that more students may score above 600 as there is greater access to advanced placement courses and as students undertake to meet the increased graduation and college entrance requirements.

Graph 1-8

Scholastic Aptitude Test
Mean Scores, High School Seniors

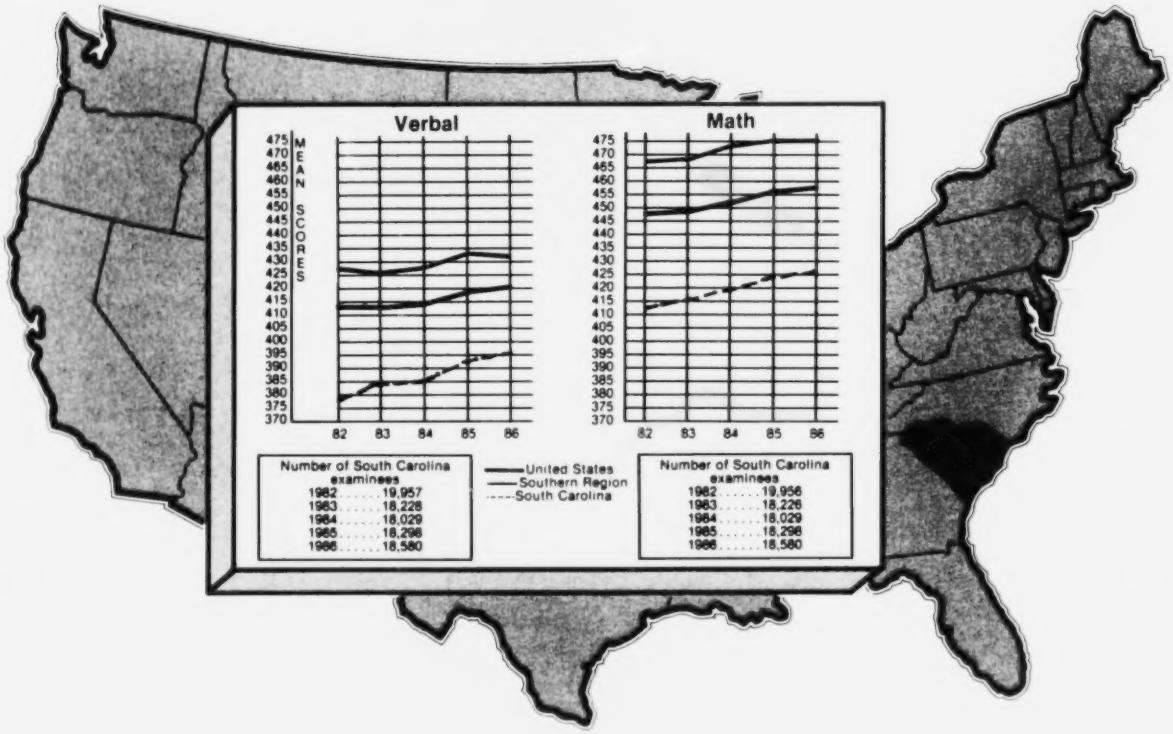


Table 1-4

Scholastic Aptitude Test
Comparison of Students Scoring 600 and Above
for South Carolina and the Nation

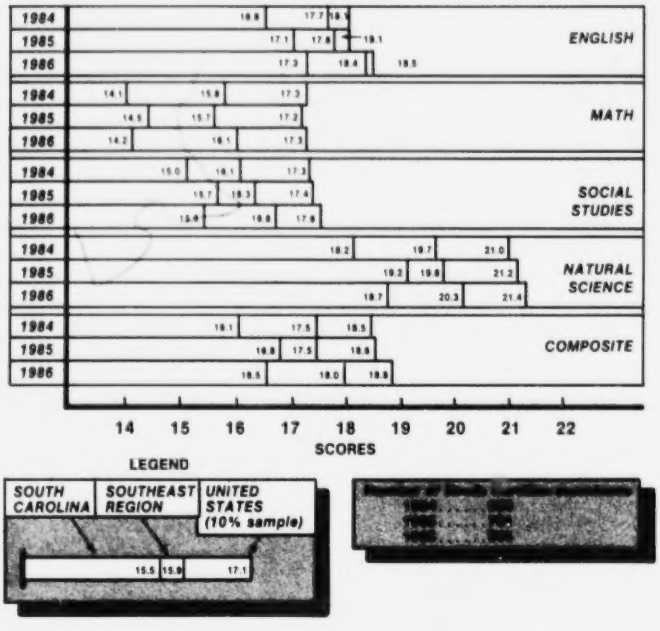
	1982-83		1983-84		1984-85		1985-86	
	SC	NATION	SC	NATION	SC	NATION	SC	NATION
VERBAL	3.1%	6.8%	3.2%	7.3%	3.6%	7.8%	3.9%	7.8%
MATH	6.6%	15.9%	7.0%	16.6%	7.1%	17.0%	8.7%	17.9%

AMERICAN COLLEGE TEST (ACT)

The number of South Carolinians taking the American College Test (ACT) remains small, only 805 students in 1986. Traditionally, colleges west of the Mississippi River have used the ACT for admissions while colleges in the East have used the SAT. Although South Carolina colleges generally accept either test, fewer students traditionally take the ACT. Although the performance of the students on the ACT remained relatively stable for the last three years, the mean scores dropped slightly in all areas, with the exception of English (See Graph 1-9). Mean scores for the southeast and the nation showed small increases in all areas.

Graph 1-9

American College Test
Mean Scores



The 1986 National Assessment of Education Progress

While the SAT and ACT are indicators of academic progress, they have questionable validity in comparisons among states. Since 1969, the National Assessment of Educational Progress (NAEP), administered by the Educational Testing Service, has collected and reported information about the achievement and attitudes of students nationwide. The NAEP tests are designed to make possible the valid comparisons of student achievement across the nation.

South Carolina, as a member of the eight-state Southern Region Education Board (SREB), elected to participate in the administration of the 1986 tests to measure the reading and writing skills of eleventh graders. The 1986 SREB/NAEP project randomly tested 20,000 students in 750 schools across the region. This test not only provided information about achievement levels beyond minimum competency, but also provided insights about college readiness and the need for remedial education.

The 1986 test of reading sampled students in five of the eight states in the SREB: Arkansas, Florida, Louisiana, South Carolina, and West Virginia. The writing test was administered in seven of the states: Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

On both the reading and writing tests, eleventh graders in South Carolina compared favorably with other

students on both national and regional scales. Although some areas were positive, there are other areas where additional gains are needed.

- Reading scores indicated that South Carolina students scored at the national average, as did Arkansas, Florida and West Virginia. Only Louisiana scored lower than the average.

- About 80% of all South Carolina eleventh graders are reading at the "intermediate" level,but only 35% are reading at the "adept" level (considered necessary for college work). Nationally, 85% of the students are reading at the "intermediate" level and 40% at the "adept" level.

- South Carolina led the region and placed above the national average of 5% with 7.3% of the students reading at the "advanced" level.

- Results of the writing test showed South Carolina's scores at the national average, ranked with Florida and North Carolina.

- Compared to 78% of the students on a regional basis and 83% of the students on a national basis, 81% of South Carolina eleventh graders were at or above the "minimal" writing level.

- Only about 24% of South Carolina eleventh graders had "adequate" or better writing skills, while 28% of the students in the region and 32% of the students in the nation placed at this level.

A full report on the SREB/NAEP Study is available from the Office of Research, South Carolina Department of Education.

OTHER ACADEMIC INDICATORS

In addition to reviewing student performance on tests when assessing academic achievement, it is important to examine other indicators such as student and teacher attendance rates, student retention, and college success of freshmen. The goal of the EIA is to better educate all students. Therefore, these other factors provide an indication as to whether students and teachers are actually in the classroom, whether students are staying in school to obtain a high school diploma, and how well students perform their freshman year in college.

Dropout Rate

The 1985-86 dropout rate for students in grades nine through twelve dropped to 4.4% of the enrollment and again showed a decrease from the pre-EIA rates. This reduction means an additional 1,640 students remained in school in 1985-86 than would have if the dropout rate remained at the pre-EIA levels (See Table 1-5).

Table 1-5

Student Dropout Rates
Percent of 9th - 12th Grade Dropouts to Enrollment

Year	Total Student Dropouts	Percent of Enrollment
1981-82	10,599	5.6
1982-83	9,314	5.0
1983-84	9,659	5.3
1984-85	8,605	4.7
1985-86	8,048	4.4

Holding Power

The ability to keep students in high school, or "holding power," can be estimated by comparing the enrollment of high school seniors to the same group's enrollment in the ninth grade three years earlier. As seen in Table 1-6, for the past five years approximately 70% of the student population remained in school from the ninth grade through the twelfth grade. The 1985-86 figures indicate that South Carolina schools again showed no overall improvement in

their ability to keep students until high school graduation. Cumulatively, approximately 28% of the nation's students do not complete high school with their peers.

Table 1-6

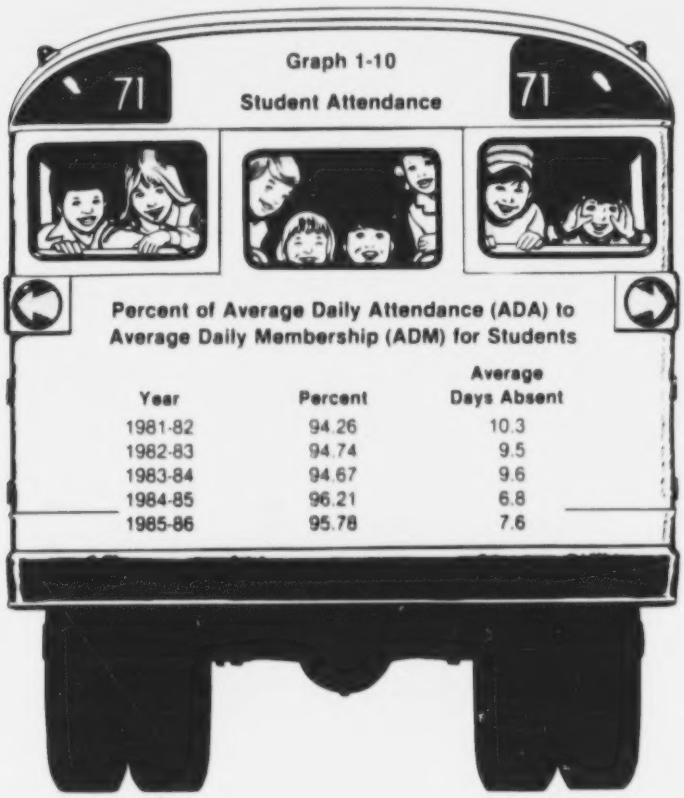
Holding Power of Schools
Ratio of Twelfth Grade Enrollment to Ninth Grade Enrollment Three Years Earlier

Period	Percent of Enrollment
1978-79 to 1981-82	70.8
1979-80 to 1982-83	71.0
1980-81 to 1983-84	70.5
1981-82 to 1984-85	69.4
1982-83 to 1985-86	69.4

Student Attendance

The 1985-86 school year marked the second year the EIA attendance regulations, which allow a maximum of only ten absences, were in effect. Students were absent an average of 7.6 days during the 180-day school year. This absence rate is 20% below the 1983-84 pre-EIA rate, but represents an increase over the 1984-85 rate which was only 6.8 days (See Graph 1-10).

During 1985-86, student attendance averaged 95.8%, a slight decrease from the 96.2% attendance rate for 1984-85. Nevertheless, South Carolina led the nation in student attendance for the second consecutive year.



Graph 1-10

Student Attendance

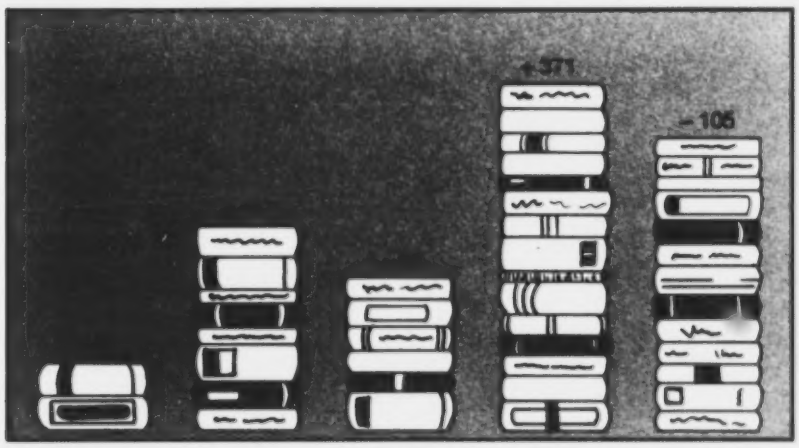
Percent of Average Daily Attendance (ADA) to Average Daily Membership (ADM) for Students

Year	Percent	Average Days Absent
1981-82	94.26	10.3
1982-83	94.74	9.5
1983-84	94.67	9.6
1984-85	96.21	6.8
1985-86	95.78	7.6

The increase in the student attendance rate during 1984-85, the first year of the EIA, meant that an additional 9,200 students were in attendance each day or the equivalent of 371 classrooms. Although there was a decline in 1985-86 attendance, an additional 6,600 students attended daily compared to the 1983-84 pre-EIA rate. This decline, however, meant the equivalent of 105 fewer classrooms were filled each day than in 1984-85 (See Graph 1-11).

Graph 1-11

Classrooms Filled Each Day Due to Attendance Rate*



*Based on average class size of 25 students.

Teacher Attendance

The teacher attendance rate remained unchanged in 1985-86, showing an overall rate of 96.34% (See Table 1-7). Teachers were absent an average of seven days during the 190-day contract, excluding long-term illness, professional leave, and special circumstances. Teacher attendance data were similar to the student attendance rate for 1985-86.

Table 1-7

Teacher Attendance
Total days of employment minus total days absent* compared to total days employment, 190-day contract

Year	Percent	Average Days Absent
1984-85	96.33	7.0
1985-86	96.34	7.0

*Total days absent excludes long-term illness, professional leave, and special circumstances. Special circumstances include such occasions as jury duty and military leave.

College Success

Another indirect measure of the academic performance of South Carolina students is their success as college freshmen. Students entering college in 1985-86 graduated from high school in 1984-85, the first year of implementa-

tion of the EIA. The percent of South Carolina students admitted to college continued to increase and now stands at 42.8%. The total percentage of completed courses passed by freshmen was 91.6% in 1985-86, a figure up 1.6 percentage points from the previous year (See Table 1-8). The greatest increase from the 1984-85 figures is noted in Business, followed by Mathematics.

Table 1-8

College Success of South Carolina High School Graduates Enrolled as College Freshmen in South Carolina Schools

	1983-84		1984-85		1985-86	
Subject	**Total Courses Passed**	**Percent Courses Passed**	**Total Courses Passed**	**Percent Courses Passed**	**Total Courses Passed**	**Percent Courses Passed**
Language Arts	12,605	92.9	12,076	91.8	12,405	93.6
Mathematics	8,130	85.9	7,947	83.4	9,051	86.5
Science	5,889	89.1	6,256	89.0	6,583	89.5
Social Studies/Science	11,442	91.8	11,233	90.5	11,519	91.9
Sub Total	38,066	90.4	37,512	89.1	39,558	90.7
Elementary & Secondary Education	542	93.0	563	92.4	511	94.3
Business	3,598	89.3	3,170	87.7	2,513	91.1
Foreign Language	1,841	93.2	1,803	90.5	1,876	92.0
Fine Arts	2,277	94.5	2,575	93.9	2,484	94.1
Other	8,821	94.9	8,808	94.0	10,395	94.6
Sub Total	17,079	93.3	16,919	92.3	17,779	93.7
Total Percentage of completed courses passed by freshmen	55,145	91.3	54,431	90.0	57,337	91.6

	1983-84	1984-85	1985-86
Number of high school graduates admitted to freshman class	15,465	15,142	14,991
% of high school graduates	(41.2)	(41.9)	(42.8)
Number of freshmen reported	13,593	13,535	13,640
% of total admitted	(87.9)	(89.4)	(91.0)
Number attended in state	13,175	13,239	12,637
Sub-freshmen courses	1,635	1,514	1,492
Withdrew from college	322	381	394

CHAPTER 2

services to groups of students

As a strategy for improving academic achievement, the EIA places emphasis on matching students' academic needs and abilities with appropriate programs. Included in the Act are preschool programs, the gifted and talented program, compensatory and remedial programs, and advanced placement courses for high school students. Many of these programs were already in place and subsequently expanded by the Act; other programs were initiated by the legislation.

Preliminary reports on the impact of the half-day program for four-year-olds, the second report on compensatory and remedial programs, and the implementation of the gifted and talented program are summarized in this chapter. Other data presented will deal with numbers served in these programs, the performance of students on the advanced placement exams, and vocational education placement rates.

Students Served in Special Programs
135-Day and Summer School Reports
1985-86

Program	No. of Students Served During School Year	Additional Students Served in Summer School*
Compensatory (Grades 1-12)	117,774	22
Remedial (Grades 7-12)	126,809	10
Gifted and Talented	27,040	1,182
Advanced Placement	7,312	
Half-Day Child Development	6,715	

*These numbers do not include students who received service during the school year and also in summer school.

Half-Day Programs for Four-Year-Olds

Under the EIA, funding for half-day programs for four-year-olds was expanded. This expansion will allow all school districts to establish programs for the education of these children who are "at significant risk" for serious learning problems in their early school years. In 1985-86, 61 districts had programs for their four-year-olds, serving 6,715 children.

To participate in the program, children must reach the age of four by November 1. The prediction of risk is established by a screening procedure. Additional criteria such as age of parent, number of persons living in the household, income level, and other factors which have a high relation with early school difficulty may be used to establish eligibility for enrollment.

The curriculum used in the program seeks to develop the child mentally, physically, and socially. Special emphasis is placed on language and children are encouraged to speak, to dramatize, and to represent graphically their experiences for sharing with others. Children are also guided in the planning of their work and are challenged by appropriate problem solving exercises.

A longitudinal evaluation of the half-day programs is being conducted by the State Department of Education. The purpose of the evaluation is to determine if program participants perform better than non-participants on standardized tests as an indication of cognitive development. To do this, children who participate in four-year-old programs are tracked through kindergarten and grades one, two, and three. Their performance on the readiness test (CSAB) and on BSAP tests is being examined and compared to the performance of a similar group of children. This comparison is examining whether or not participation in half-day programs improved the performance of the children on these tests.

Preliminary results indicate that participation in the programs for four-year-olds had some positive impact. The program children were more likely to pass the CSAB than were the non-program group. About 70% of the program group was not placed in compensatory education programs, whereas more than 50% of the comparison group was. Further, fewer program participants were required to repeat the first grade.

For the comparisons to be valid, it is important that non-participant students be as similar as possible to participant students. Therefore the comparison group was selected from children eligible for the free lunch program because they, like the students in early childhood programs, tend to be from low socioeconomic status families. The "program" children were all those students who attended the half-day programs as four-year-olds during the 1983-84 school year. The comparison group consisted of 2,500 students randomly selected from those eligible for free lunch who did not participate in publicly-funded, half-day programs. Information on 877 children who attended half-day programs during the 1983-84 school year was provided by the early education programs. Of these, the CSAB test scores of 600 students (68.4%) were successfully matched with their first grade BSAP scores. Of the 2,500 students in the comparison group, scores for 2,156 (86.2%) were successfully matched.

Although there may be questions as to whether the program and comparison groups were comparable since children were not randomly assigned to the groups, it may be that the selection of the comparison group produced an *underestimate* of the positive effects demonstrated for the program. Whereas all the children in the program had predicted significant readiness deficiencies, the comparison group, selected for the likelihood of similar difficulties, may or may not have contained children with such deficiencies. Therefore, the program group would generally be expected to score lower than the comparison groupp on CSAB and BSAP tests if there had been no intervention. Consequently, the successes shown by the program may be conservative.

Compensatory and Remedial Programs

Preliminary results from the evaluation of compensatory and remedial programs found, for the second consecutive year, that the gains were impressive for students in each program. Remedial and compensatory programs were established by the EIA to provide special instruction for students who have not met minimum achievement standards in the basic skills. Students in the compensatory program are served on a daily basis to address their weaknesses in reading and/or mathematics. The remedial program allows somewhat more flexibility in the manner each child's educational needs are met and addresses reading, mathematics, and/or writing skills.

Table 2-1

Preliminary Analysis
Statewide Average NCE Gains
1984-85 and 1985-86 Compensatory/Remedial Programs

Program	Statewide Average NCE Gain		Number of Students Evaluated*	
	1985	1986	1985	1986
Compensatory Reading	4.85	4.35	21,391	48,288
Compensatory Math	8.91	7.83	23,036	46,880
Remedial Reading	3.34	5.42	20,078	25,493
Remedial Math	6.65	5.94	20,032	27,320

*The number of students used in the evaluation is less than the number funded and served for several reasons:

1) students served in more than one district during the year are counted only once for evaluation,
2) the statewide testing program is not available in all grades, and
3) students whose pretest and posttest scores could not be matched were not included in the evaluation.

NCEs (Normal Curve Equivalent(s)) were used to determine whether students participating in remedial or compensatory programs had higher posttest scores than would have been expected had they not been in the program. Any NCE gain of greater than 1.0 is considered good. A discussion of the evaluation design and the NCE is included in Appendix C.

The compensatory mathematics program showed the highest gain (7.83 NCEs), followed by the remedial mathematics program (5.94 NCEs), remedial reading program (5.42 NCEs), and the compensatory reading program (4.35 NCEs). Table 2-1 shows the statewide average NCE gains for both the 1986 evaluation and the 1985 evaluation.

To aid in the interpretation of the observed gains, Table 2-2 displays achievement and changes in terms of median state percentiles for each program during 1985-86.

Table 2-2

Preliminary Analysis
Statewide Median Pretest and Posttest Percentiles
in EIA Compensatory/Remedial Programs
1985-86

Program	Median Pretest Percentile	Median Posttest Percentile	Change
Compensatory Reading	18.5	23	+ 4.5
Compensatory Math	19	29	+ 10
Remedial Reading	21	29	+ 8
Remedial Math	24	34	+ 10

The breakdown of average NCE gains by grade and by program shows a pattern comparable to that of last year (See Table 2-3). Where identical programs can be compared, the average NCE gains for 1985-86 exceeded those of 1984-85 in half the instances; in half the instances the 1984-85 gains were larger.

Table 2-3

Preliminary Analysis
Average NCE Gains by Grade
for All Students Evaluated
Compensatory/Remedial Programs

Grade	Program	Statewide NCE Gains 1984-85	Statewide NCE Gains 1985-86	Number of Students 1984-85	Number of Students 1985-86
1	Compensatory Reading	8.36	5.99	3,846	9,572
	Readiness Reading	8.08	6.59	2,302	3,792
	Compensatory/ Readiness Reading*	—	6.16	—	1,3364
	Compensatory Math	14.37	10.51	4,097	9,429
	Readiness Math	13.67	12.30	2,302	3,790
	Compensatory/ Readiness Math*	—	11.03	—	1,3219
2	Compensatory Reading	1.93	1.45	3,690	6,324
	Compensatory Math	4.98	2.83	3,450	5,462
3	Compensatory Reading	4.31	6.03	3,553	6,875
	Compensatory Math	6.10	7.35	4,032	6,934
4	Compensatory Reading	6.26	3.47	4,147	5,660
	Compensatory Math	10.45	12.29	4,804	7,006
5	Compensatory Reading	1.17	1.46	3,853	6,329
	Compensatory Math	5.29	5.90	4,351	5,893

Continued on page 32

Table 2-3 Continued

Grade	Program	Statewide NCE Gains 1984-85	Statewide NCE Gains 1985-86	Number of Students 1984-85	Number of Students 1985-86
6	Compensatory Reading	—	4.96	—	8,673
	Compensatory Math	—	3.66	—	7,366
7	Compensatory Reading	—	4.26	—	511
	Compensatory Math	—	8.74	—	524
	Remedial Reading	4.01	5.21	8,411	8,980
	Remedial Math	7.75	8.20	10,169	9,687
8	Compensatory Reading	—	6.61	—	422
	Compensatory Math	—	5.23	—	318
	Remedial Reading	2.87	5.60	5,615	8,162
	Remedial Math	4.80	3.66	5,542	8,756
9	Compensatory Reading	—	2.44	—	130
	Compensatory Math	—	6.69	—	158
	Remedial Reading	—	5.46	—	8,351
	Remedial Math	—	5.72	—	8,871
11	Remedial Reading	3.48	—	4,051	—
	Remedial Math	7.74	—	3,012	—

*Combined Grade One compensatory and readiness data.

In 1985-86, gains of more than 1.0 NCEs were found in first grade compensatory math, readiness math, and combined compensatory and readiness math as well as in fourth grade compensatory math. The smallest gains were found in compensatory reading in the second, fifth, and ninth grades with NCE gains of 1.45, 1.46, and 2.44, respectively.

Table 2-4 shows the evaluation data by grade for 1985-86 expressed in terms of median percentiles. The change in median percentiles from pretest to posttest will give a somewhat different picture than average NCE gains, but like NCE scores, these figures present positive gains in achievement for each program in each grade.

For both the remedial and compensatory programs, students are selected on the basis of standardized tests and teacher recommendations, although selection criteria for the two programs differ. In 1985-86, an amendment to the EIA placed students in grades one through six in the compensatory program if their pretest scores were below the BSAP standard. In 1984-85 these students would have been placed either in remedial or compensatory programs. Students in grades seven through twelve were placed in the remedial program if their pretest scores were at or below the 25th percentile.

Table 2-4

Preliminary Analysis
Statewide Median Pretest and Posttest Percentiles by Grade
Compensatory/Remedial Programs
1985-86

Grade	Program	Pretest Median Percentile	Posttest Median Percentile	Change
1	Compensatory Reading	14	19	+ 5
	Compensatory Math	14	22	+ 8
2	Compensatory Reading	19	23	+ 4
	Compensatory Math	21	25	+ 4
3	Compensatory Reading	19	27	+ 8
	Compensatory Math	19	28	+ 9
4	Compensatory Reading	18	23	+ 5
	Compensatory Math	19	37	+18
5	Compensatory Reading	21	22	+ 1
	Compensatory Math	22	31	+ 9

Continued

Table 2-4 Continued

Grade	Program	Pretest Median Percentile	Posttest Median Percentile	Change
6	Compensatory Reading	22	27	+ 5
	Compensatory Math	23	27	+ 4
7	Compensatory Reading	17	24	+ 7
	Compensatory Math	17	28	+11
	Remedial Reading	20	27	+ 7
	Remedial Math	21	34	+13
8	Compensatory Reading	19	27	+ 8
	Compensatory Math	17	21	+ 4
	Remedial Reading	22	29	+ 7
	Remedial Math	28	34	+ 6
9	Compensatory Reading	17	21	+ 4
	Compensatory Math	17	26	+ 9
	Remedial Reading	22	29	+ 7
	Remedial Math	22	35	+13

After serving all students who met the above criteria, districts could then expend the remaining EIA funds by serving in remedial programs those students in grades seven through twelve who scored above the 25th percentile but below the BSAP standard. Any remaining funds could then be used to place students in remedial programs in grades seven through twelve who scored at or below the 25th percentile. The number of students served and the number tested in the 1985-86 remedial and compensatory programs can be found in Appendix C.

The 1985-86 evaluation differed from that of 1984-85 in that data on students repeating a grade were included in the second year evaluation. Test data in grades six and nine were available for the first time, but data for grades ten and eleven could not be used because statewide norms for the tests were not available.

Since posttest data were not available at the state level until mid-summer, the information could not be verified with school districts before preparation of the report. Therefore, the results as presented here must be considered preliminary.

SCHOOL ACHIEVEMENT GAINS

Under the EIA, each school's compensatory reading and mathematics programs must achieve a gain of at least 1.0 NCE in at least one year of a two-year period. If this gain is not achieved, the school must undergo a process evaluation of its program.

For 1985-86, compensatory reading was evaluated in 800 schools and compensatory math was evaluated in 801 schools. In reading, 145 schools (18.1%) had gains of less than 1.0 NCE while 422 (52.8%) had gains of 4.0 NCEs or higher. In mathematics, 106 schools (13.2%) had gains of less than 1.0 NCE and 587 (73.3%) had gains of 4.0 NCEs or greater (See Table 2-5).

Table 2-5

Preliminary Analysis
Frequencies of School Average NCE Gains
Compensatory/Remedial Programs
1985-86

Program	Average NCE Gains Per School	Number of Schools (Percent of Total)
Compensatory Reading	Less than 1.0	145 (18.1%)
	At least 1.0, but less than 4.0	233 (29.1%)
	4.0 or greater	422 (52.8%)
	Total	800 (100.0%)
Compensatory Math	Less than 1.0	106 (13.2%)
	At least 1.0, but less than 4.0	108 (13.5%)
	4.0 or greater	587 (73.3%)
	Total	801 (100.0%)

The average NCE gains for the 628 schools which had compensatory programs in 1984-85 and 1985-86 are shown in Tables 2-6 and 2-7. Schools which have failed to meet the 1.0 NCE gain requirement are represented in the first cell of the first column in both tables. As can be seen, a total of only 29 schools did not meet the standard of 1.0 NCE gain in at least one year of the two-year period.

Thirty-five percent of the schools evaluated had an NCE gain of 4.0 or higher in the reading program for both years. In mathematics, 63% had a 4.0 or greater NCE gain for each of the two years.

Table 2-6

Preliminary Analysis
Frequencies of School Compensatory Reading Program
Gains for 1984-1985 and 1985-1986 School Years

		SCHOOL AVERAGE NCE GAINS FOR 1985-1986*		
SCHOOL		Less than 1.0	At least 1.0, but less than 4.0	4.0 or more
AVERAGE	Less than 1.0	24 (3.9%)	39 (6.3%)	58 (9.4%)
NCE GAINS	GE 1.0, but LT 4.0	31 (5.0%)	51 (8.2%)	65 (10.5%)
FOR 1984-1985	4.0 or more	39 (6.3%)	97 (15.6%)	216 (34.8%)

*Percents represent the proportion of 620 schools which had programs evaluated for both years; 634 schools were evaluated in 1984-1985, and 800 schools were evaluated in 1985-1986.

Table 2-7

Preliminary Analysis
Frequencies of School Compensatory Mathematics Program
Gains for 1984-1985 and 1985-1986 School Years

		SCHOOL AVERAGE NCE GAINS FOR 1985-1986*		
SCHOOL		Less than 1.0	At least 1.0, but less than 4.0	4.0 or more
AVERAGE	Less than 1.0	5 (0.8%)	8 (1.3%)	47 (7.5%)
NCE GAINS	GE 1.0, but LT 4.0	8 (1.3%)	9 (1.4%)	59 (9.4%)
FOR 1984-1985	4.0 or more	36 (5.7%)	62 (9.9%)	394 (62.7%)

*Percents represent the proportion of 628 schools which had programs evaluated for both years; 640 schools were evaluated in 1984-1985, and 801 schools were evaluated in 1985-1986.

For a complete review of evaluation of compensatory and remedial programs, refer to *Evaluation of the Remedial and Compensatory Program, 1986 Preliminary Report*, October 1986, Office of Research, South Carolina Department of Education.

Gifted and Talented Programs

The need to provide programs and services to students with high ability and demonstrated performance in academic and artistic areas is addressed by the Education Improvement Act. The law requires that by August 1987, school districts must provide, beyond the defined minimum program and within the limits of funding, programs and services to gifted and talented students.

During the 1985-86 school year, as programs were being phased in:

- 87 districts had programs, five of which were summer programs only.

- 28,222 students were served in gifted and talented programs, an increase of 50% from 1984-85. Expenditures increased from $7.1 million in 1984-85 to $9.4 million in 1985-86.

- Academic programs included 24,098 students, artistic programs included 2,942 students, and 1,182 students were in summer programs.

- Enrollment in gifted and talented programs was centered in grades three through eight. The largest enrollment in terms of number of districts with programs and percent of the total enrollment was in grades four through six.

- 4,591 more gifted and talented students than projected were identified within districts.

SELECTION AND ENROLLMENT

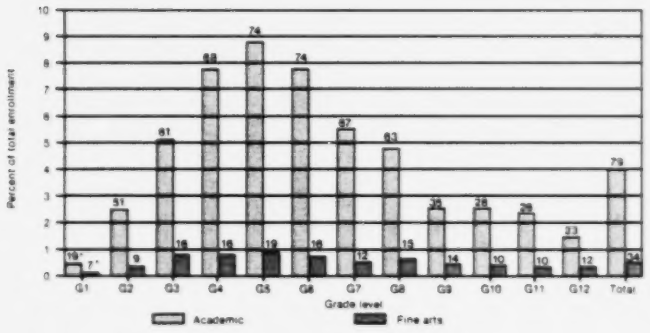
The EIA provides guidelines for identifying gifted and talented students. Selection procedures for the visual and performing arts involve experts from the specific field, one of whom must be a professional artist from outside the district staff, and require demonstrated ability in the area. In the academic area, students qualify on the basis of achievement, intellectual ability, and academic performance. Although enrollment in the gifted and talented programs was originally targeted to be 5% of the student population, under the EIA guidelines, as many as 10% of the state's student population may qualify.

In 1985-86, the General Assembly gave first priority in funding to academic programs in grades three through twelve, followed by artistic programs in these same grades. Although priorities and guidelines are mandated, districts may use local funds for gifted and talented students. Data in this report, however, include only programs funded at the state level.

Through the end of school year 1985-86, 48 districts had academic programs in grades three through eight. Over 5% of the total enrollment in grades three through eight was in gifted and talented programs (Graph 2-1). Fourteen of these districts had academic programs in grades three through twelve, the first funding priority. In the high schools, 18 districts had programs in grades nine through twelve and 41 districts had a program in one or more of these grades.

Graph 2-1

Gifted and Talented Program
Percent Enrollment and Number of Districts
1985-86



*Number of districts with programs

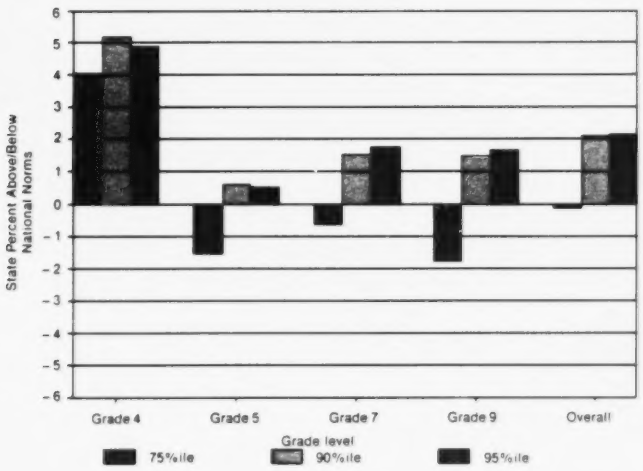
During the first two years of the scheduled three-year phase-in of the programs, enrollment has continued to increase as more students become identified and programs are implemented. The number of gifted and talented students exceeded projections in 1985-86 by 4,591 students, and enrollment is projected to increase from 1985-86 levels by 60% in 1986-87 to 44,408 students.

An analysis of the potential pool of candidates for gifted and talented programs was based on the 1986 CTBS results in grades four, five, seven, and nine. Any student above the 90th percentile is considered a potential candidate for an academic gifted and talented program. Statewide, 12% of these students scored above the 90th

percentile with 7% scoring above the 95th percentile (See Graph 2-2). Although student achievement is only one criterion for selection, in 1985-86, 23,673 students in these grades scored above the 90th percentile. The actual 1985-86 gifted and talented enrollment in these grades was 11,575 students. The distribution of these higher achieving students among the districts was not uniform; in 13 of the 92 districts, less than 5% of the students scored above 90th percentile, and in 18 districts more than 15% of the students scored above the 90th percentile.

Graph 2-2

Higher Achieving Students
Comparison to National Percentiles on CTBS
1985-86



PROGRAM MODELS

Gifted and talented students may be served in several program models (See Table 2-8). The enrollment by model is based on a survey of 92 district coordinators to which 62 (67%) responded. Elementary academic students were served chiefly in resource centers and by itinerant teachers, while most middle and high school academic students were in single period, self-contained classes. In the arts programs, students were served to a large extent by self-contained classes and after school arts programs (See Table 2-9).

Table 2-8

Enrollment in Academic Gifted and Talented Program
Percent of Enrollment
1985-85

	Elementary	Middle	High	Total
Resource Center (school)	33%	14%	*	21%
Resource Center (district)	30%	11%	1%	19%
Itinerant Teacher	28%	12%	2%	18%
Self-contained Class (all day)	3%	10%	7%	6%
Self-contained Class (one period)	6%	53%	49%	28%
Advanced Placement	-	-	38%	7%
Other	*	*	3%	1%

*Less than 1% in this model.

Table 2-9

Enrollment in Artistic Gifted and Talented Program
Percent of Enrollment
1985-86

	Elementary	Middle	High	Total
Resource Center (school)	16%	4%	7%	9%
Resource Center (district)	7%	5%	6%	6%
Itinerant Teacher	-	-	-	-
Self-contained Class (all day)	19%	32%	6%	21%
Self-contained Class (one period)	1%	15%	17%	10%
Advanced Placement	-	-	-	-
After School Arts Program	41%	29%	37%	36%
Other	16%	15%	23%	17%

CURRICULUM AND INSTRUCTION

Within the guidelines provided by the EIA, districts must develop their own clearly defined program objectives and curriculum for gifted and talented students. Although some districts have developed specific performance objectives within their curriculum, overall, responses of district coordinators indicated little consensus about what should be or is being taught (See Table 2-10).

Table 2-10

Selected and Representative Goals and Objectives of Gifted and Talented Programs

Critical, creative, higher level thinking
Academic/intellectual stimulation
Problem solving
Research skills
Realistic self-concept
Enrichment of experiences
Leadership skills
Responsibility
Reduce isolation (from other gifted students)
Interaction with other gifted and talented students
Reading, composition skills
Task commitment
Expand imagination
Independent study

Vocational Education

A placement follow-up survey of those students who completed vocational education programs during the 1984-85 school year was conducted by the Office of Vocational Education. This survey was undertaken in anticipation of the EIA requirement that by the 1987-88 school year all vocational programs, with the exception of agriculture, must place in a related area 50% of their graduates who are available for placement.

The survey, conducted during the 1985-86 school year, included 94.7% of the vocational education completers and found that 12,462 individuals were available for placement. Of these, 37% were employed in areas related to their vocational program. Thirty-one percent of the completers in the military or in post-secondary education were employed or studying in related areas. Those placed in unrelated areas, whether employed, in the military, or in post-secondary education, accounted for 21.8% of the total number of completers available for placement.

The survey found that 1,192 of the completers (9.6%) were unemployed, but only 6.3% were seeking work. An unemployment rate of 6.3% must be considered low since overall rates of 20% for persons in this age group (ages 16-21) are often observed. Table 2-11 provides further detail on the survey data. Information on the placement rates by individual vocational education programs is available from the Office of Vocational Education, South Carolina Department of Education.

Table 2-11

1984-85 Vocational Education Completers Placed in Related and Unrelated Areas and Those Unemployed 1985-86

	Total		Placed			
			Related		Unrelated	
	Number	Percent	Number	Percent	Number	Percent
Military	928	7.45	708	5.68	220	1.77
College	2,071	16.62	1,570	12.60	501	4.02
TEC	1,629	13.07	1,425	11.43	204	1.64
Other Post-Secondary	272	2.18	184	1.48	88	.71
Employed	6,370	51.12	4,668	37.46	1,702	13.66
Total Placed	11,270	90.43	8,555	68.65	2,715	21.79
Unemployed - Seeking work	781	6.27	—	—	—	—
Not seeking work	411	3.30	—	—	—	—
Total	12,462		—	—	—	—

Advanced Placement

The advanced placement program provides academically talented students an opportunity to participate in a variety of courses with a curriculum developed by the College Board. Students can receive high school credit for these courses, and if they score at an acceptable level on the Advanced Placement Examination, they will also be eligible to receive college credit. Advanced placement scores are rated on a five-point scale, and a minimum score of three will qualify students for college credit. The EIA provides funds for the advanced placement courses and requires all students enrolled in these courses to take the Advanced Placement Examination.

In 1986, the number of students in the state qualifying for college credit on the Advanced Placement Examination increased. Forty-eight percent of the students qualified for college credit, a figure up by seven points from the previous year. Nationally, 69% of the examinees had a score of three or above (See Table 2-12). The number and percent of South Carolina students scoring at each of the levels is given in Table 2-13.

Table 2-12

Advanced Placement
Total Number and Percent of
Students Qualifying for College Credit*

	1984	1985	1986
SOUTH CAROLINA	$\frac{2002}{3595} = 56\%$	$\frac{2816}{6852} = 41\%$	$\frac{3404}{7152} = 48\%$
NATION	70%	67%	69%
REGION	62%	57%	N/A

*Number of '3-5' Scores (Qualifying for College Credit) = Percent
Total Number of Exams Taken

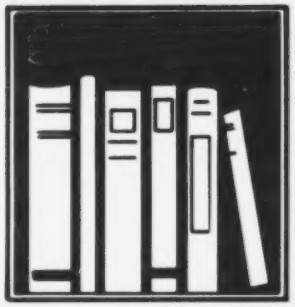
Table 2-13

Scores Obtained by South Carolina
Students on the Advanced Placement Examination

Percent of Examinees			Scores	Number of Students		
1984	1985	1986		1984	1985	1986
9%	6%	7%	5	327	388	474
15%	12%	14%	4	547	812	976
31%	24%	27%	3	1,128	1,616	1,954
31%	28%	28%	2	1,095	1,952	2,044
14%	30%	24%	1	498	2,084	1,704

CHAPTER 3

services to school personnel



Two of the major goals of the Education Improvement Act are the strengthening of the teaching profession and the improvement of school leadership and management. Among the programs initiated or expanded by the EIA to promote these goals are incentive pay, professional inservice, tuition reimbursement, and the critical need loan program. Also included are programs for assessing prospective principals and principal evaluation.

Many of these initiatives are currently being phased-in or pilot-tested, so the indicators included in this chapter of the report either review participation rates or present interim/preliminary studies. As programs are fully implemented, this chapter examines the benefits acquired from the programs and services to school personnel.

Inservice Training for Education Professionals

INSERVICE TRAINING FOR TEACHERS

The EIA requires that all school districts implement inservice training for teachers based on the research on effective schools by school year 1986-87. The first inservice model selected by the South Carolina Department of Education was the Program for Effective Teaching (PET). PET improves the instructional techniques of teachers by teaching them skills and then having teachers practice these skills during a five to six-week cycle which includes 48 hours of instruction and 100 hours of practice and conferencing. The program requires one cycle of training for teachers, two cycles for administrators, and three cycles for trainers. As of June 1986:

- 85 districts had chosen PET to implement as a part of the EIA requirement for teacher inservice program.
- 7,800 teachers had completed one cycle of training. This figure is an increase of 5,200 since June 1985.
- 450 administrators had completed two cycles of training. This figure is up from 275 in June 1985.
- 300 trainers, including 19 from the Department of Education, had completed three cycles of training. This figure is up from 170 in September 1985.
- 75 districts had at least one trainer.
- 10 additional districts had staff nearing trainer status.

In addition to PET, nine other programs have been selected for inservice training in the districts. These programs emphasize instructional, supervisory, classroom management, and human relations skills. Approximately 16 districts have implemented one of the nine programs.

Review of District Inservice

In addition to requiring the districts to implement one of the ten inservice models funded under the EIA, the Education Improvement Act mandated the lengthening of the school year from 185 days to 190 days in order to provide five additional days for inservice training.

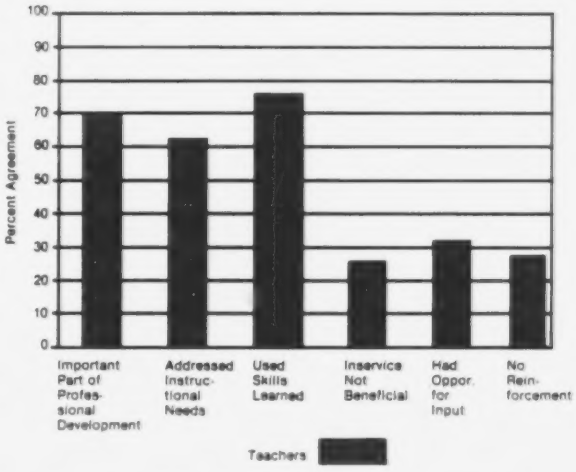
To obtain the necessary baseline data on the teacher inservice provided by districts, a survey was sent to 800 randomly selected South Carolina public school teachers in July 1986. Thirty-three percent or 260 of the teachers contacted returned the survey (See Appendix D for details).

Professional Development

Inservice is an important part of a teacher's professional development according to 70% of the teachers surveyed. Responding to questions about their districts' inservice, 61% felt the inservice training they received addressed their instructional needs. To pursue this point further, 75% responded that they used skills learned in inservice in their classrooms at least half or more of the time (See Graph 3-1). These figures are encouraging since research on effective inservice indicates that for inservice to be successful, teachers must be able to use the skills in their classrooms. Fifty-eight percent of the respondents indicated that inservice training enhanced their teaching skills by reinforcing techniques presently used in instruction; 49% said that inservice introduced them to more effective techniques. Also, 27% indicated that inservice focused on enhancement of teaching skills by concentrating on areas of weakness, while 36% felt inservice promoted creative instruction. Twenty-six percent of the teachers interviewed did not find inservice to be of benefit.

Graph 3-1

Teacher Inservice



Needs of Teachers

For inservice to be effective, research indicates it must address the needs of the teachers. The open-ended statement, "What aspects of inservice training do you like?," prompted 55% of the teachers surveyed to mention subject-related topics and relevant topics as being the most desirable. Thirty-five percent wanted inservice training which either involves teachers in the programs or presents new and useful ideas. The inservice activities disliked by 53% of the teachers surveyed were those which were not relevant to their school, grade, or subject.

Sixty-two percent of the teachers surveyed would like to see their districts' inservice activities adapted to their specific needs, or else have some input into the planning of programs. With regard to the actual activities, 27% were concerned about scheduling, timing, or location of inservice. When asked what made inservice most effective and beneficial for them, 89% wanted it directed toward their grade or subject level, and 42% felt it should have a participatory format.

Assessment and Evaluation

Eighty-four percent of the teachers in the sample agreed with the statement, "Assessment and evaluation of the inservice program are important parts of inservice training." This response rate coincides with research on effective inservice and indicates that an overwhelming majority of teachers in South Carolina think inservice programs should be evaluated. On the other hand, however, when questioned as to the opportunity to evaluate inservice programs, only 36% of the teachers indicated they "always" were included, 27% responded "usually," and 12% said "about half the time." Another area in which teachers felt the need for improvement was in deciding who determines inservice content. Only 32% of the teachers said they had an opportunity for input into content selection of inservice programs.

Reinforcement

Prior research indicates that for inservice to be effective it must be maintained or reinforced by the principal/supervisor. In responding to methods used by the principal/supervisor to reinforce inservice training, 58% of the teachers said the principal participated in the training, 35% indicated that training was discussed at the next faculty meeting, and 28% said there was no reinforcement of inservice programs.

If districts are to effectively meet the EIA requirements for inservice, they should be aware of research findings on effective inservice and the responses of the teachers to this survey. Some of what has been found to be effective inservice training is already occurring in South Carolina. However, inservice training at the district level must relate to the needs of teachers, include teachers' input and involvement, and provide for some means of both short-term and long-term assessment and evaluation.

INSERVICE TRAINING FOR ADMINISTRATORS

All school superintendents and principals are required to participate every two years in at least one seminar designed to improve administrative skills or instructional leadership.

- During fiscal year 1985-86, the Leadership Academy of the Department of Education held 19 training programs in 45 sites. Attendance totalled 1,791 as administrators met to review such topics as clinical supervision, communication skills, instructional leadership, problem analysis, and teacher evaluation.

- Evaluation of the programs by the participants averaged 62% excellent, 30% good, 7% fair, and 1% poor. See Appendix E for a complete list of programs, locations, and attendance figures.

The EIA also requires that the Department of Education develop new training programs and expand current training programs for present and prospective administrators. During 1985-86:

- 300 administrators participated in the Academy's cooperative training seminars with educational consortia, administrator associations, and institutions of higher education.

- 128 administrators were trained by 10 private sector firms in the Academy's Business/Industry Liaison Program.

- 74 administrators received training in the "Springfield Simulation," a nationally recognized training program for Assessment Center "graduates."

- 9 aspiring superintendents underwent a year-long training program in the Academy's new Superintendency Internship Program.

- 40 administrators began long-term training in the new Effective Schools Train-the-Trainer Program.

Administrator Selection

PRINCIPAL APPRENTICESHIP PROGRAM

Under the EIA, a Principal Apprenticeship Program has operated for two years to assist school districts in the selection and training of effective future school principals. Participants in this program spend 1,300 hours in structured experiences under the guidance of an experienced mentor. This program also provides school districts with an opportunity to further train personnel and to gain additional information on which to base personnel decisions. The apprenticeships are awarded to districts on a competitive basis, with the award decision based on the quality of the proposed apprenticeship experience.

- Of a possible 50 apprenticeship slots, 49 were approved and funded at $10,000 each. Five apprentices were promoted to assistant principalships during the 1985-86 school year.

PROSPECTIVE PRINCIPAL ASSESSMENT PROGRAM

As a part of assuring quality educational leadership in public schools, all candidates for principalship must be evaluated by the Assessment Center of the South Carolina Department of Education. Candidates are reviewed over a two-day period for instructional leadership and management capabilities and must function in simulated activities typically related to principalships such as leaderless group activities, fact-finding and stress exercises, and "in basket" tasks dealing with daily school problems.

Evaluation of prospective principals is conducted by individuals trained through the NASSP Assessment Center with additional orientation at the South Carolina Leadership Academy. Assessors are either principals or senior level district personnel in a supervisory position.

Following assessment, a written report summarizing a candidate's performance is forwarded by the Assessment Center to the district superintendent. With the beginning of school year 1985-86, the information contained in this report must be reviewed by members of the district's school board before making principalship appointments. Furthermore, an assessor must provide an interpretation of the assessment data.

- During 1985-86, 220 prospective principals were assessed, as compared to 192 assessments in 1984-85.

- During fiscal year 1986, 72 assessors were trained. The total number of assessors trained in the last two years is now 220.

Use of the Assessment Center Ratings

If the Assessment Center process is to impact on the quality of principals in South Carolina, the information must be considered during the selection of personnel. A preliminary study of the impact of the assessment process was conducted by Dr. Neal Schmitt of Michigan State University for the Division of Public Accountability. Dr. Schmitt's study revealed that:

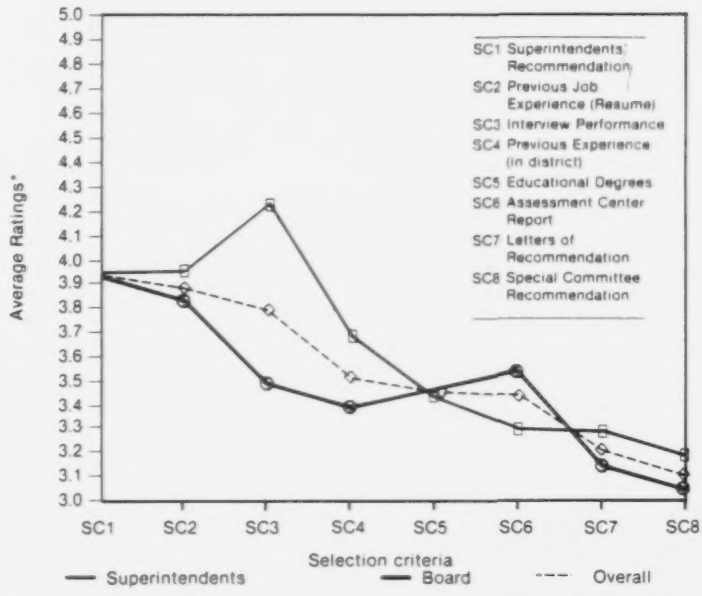
- Superintendents and school board members considered the Assessment Center information an important and useful selection criterion and ranked it in the midrange of other criteria.
- The Assessment Center information is being used by school boards and superintendents in principal selection; 75% of both groups considered it an important factor in selection.

The extent of use and priority given the Assessment Center information was gauged through a survey in early 1986 of 92 school district superintendents and 684 board members, to which 67% and 17% responded, respectively. To gather baseline data, the two groups were asked to consider the use of assessment data in the promotion of both principals and assistant principals. Most responses were based on decisions made before the Center ratings were required by law.

Criteria generally considered in administrator selection, including the Assessment Center report, were presented in the survey (See Graph 3-2). All eight of the criteria were rated at least "moderately important." The Assessment Center report was placed in the midrange of the importance scale with more weight given to it by the board members. Only "interview performance" was rated as "very important," and then only by the superintendents. The greatest difference in priority given the criteria by the two groups was in "interview performance." Noticeable differences appeared in "previous experience in district" and "Assessment Center report."

Graph 3-2

Selection Criteria Importance



*5 = Most Important 4 = Very Important 3 = Moderately Important 2 = Somewhat Important 1 = Little or No Importance

The skill dimensions evaluated at the Center represent skills that have been related to successful school administrator performance. For both superintendents and board members, "judgment" and "leadership" were of primary importance, and "range of interests" was of least importance (Table 3-1). Although the order changed between groups, all were rated as being of some importance.

The Assessment Center information appeared to have been a integral part of the decision-making process. Some 75% of both groups saw it as an important factor. Another 19% said it was of "some importance," with other factors of greater importance. However, none perceived it as of "no importance," and 5% saw it as the "most important" single factor in principal selection. Some 86% of the board members and 47% of the superintendents reported that the assessment report received at least as much attention as other items. Although 28% of the superintendents said the Assessment Center data received no attention, the information, when presented, appeared to have been used. Forty-three percent of the superintendents and 35% of the board members considered the information to be a significant contribution to an informed decision process.

Table 3-1

Relative Importance of Assessment Center Skill Dimensions

Superintendents' Priority	Board Members' Priority	Overall Priority
Leadership	Leadership	Leadership
Judgment	Judgment	Judgment
Written communication	Organizational ability	Organizational ability
Problem analysis	Oral communication	Oral communication
Organizational ability	Stress tolerance	Problem analysis
Oral communication	Problem analysis	Sensitivity
Decisiveness	Sensitivity	Stress tolerance
Sensitivity	Decisiveness	Decisiveness
Stress tolerance	Educational values	Written communication
Personal motivation	Personal motivation	Personal motivation
Educational values	Written communication	Education values
Range of interests	Range of interests	Range of interests

Impact on Assessors

Assessor training and serving on an Assessment Center team have been suggested to be a beneficial side effect for educational personnel beyond administrator selection. A study of the impact on assessors, also conducted by Dr. Neal Schmitt, reported that the Assessment Center process improved the day to day job performance of the assessors. These results are of interest because this study represents the first documentation of these positive outcomes.

Over 200 individuals representing superintendents, principals, and other staff have completed the assessor training. A survey completed by 116 of 211 assessors (55%) indicated that assessor experience has a positive influence on job performance, work attitudes, and professional and career development. The assessors reported carry-over of the skills used in evaluating individual performance, as well as impact in areas of professional activities such as instructional leadership, staff selection and development, and coordination of groups and group activities. In comparison to other training, 96% considered the assessor process to be as beneficial as other inservices, and 13% said that it was the most beneficial training experience they had ever had. Overall, 57% believed that the assessment process will result in the development and presence of much better quality administrators.

In open-ended responses to general perceptions of the Assessment Center requirement, superintendents and board members were positive. Superintendents reported that the mandate was "good," "appropriate," and "excellent," and a board member suggested that the requirement "should have been put in force years ago."

Overall, the use of, and confidence in, a program that has been operating for only three years and just required since August 1986 was substantial. Superintendents and board members said that it is providing objective information for the selection of qualified building administrators. A positive impact on their job performance was also reported by the assessors.

The *Extent of Use* and *Assessor Impact* studies conducted by Dr. Schmitt are available from the Division of Public Accountability, South Carolina Department of Education.

Teacher Incentive Program

The Teacher Incentive Program was mandated by the Education Improvement Act to "reward teachers who demonstrate superior performance and productivity." Three incentive models were pilot-tested in nine school districts in 1985-86 under the criteria and implementation schedule established by the EIA. The models tested were the Bonus Model, the Career Ladder Model, and the Campus/Individual Model.

The Bonus Model is based on a point reward system. The teacher, along with the Incentive Committee, develops a plan of participation. This plan must contain a total of 100 points in the component areas of self-improvement (20-30 points), extended service (20-30 points), and improved student achievement (50-60 points).

The Career Ladder Model is also based on a point reward system, but designates three levels at which the teacher may participate. As the levels increase, more is required of the teacher to obtain points in each of the performance areas. The amount of incentive pay which can be earned under this model is in line with the level of participation chosen by the teacher.

The Campus/Individual Model presents a different approach by giving the teacher a choice of two components. The teacher can receive an incentive reward under the campus component if the school demonstrates a sufficiently high level of student achievement. Also, a teacher can choose to compete as an individual. If a teacher chooses the individual component of the model, the individual must show gains in self-improvement, extended service, and documentation of student achievement in order to receive an award.

SUMMARY OF PILOT-TEST REPORT

An evaluation of the teacher incentive models was conducted by Waters, Trego, and Davis, Inc. of Dallas, Texas. The objectives of the evaluation were to ascertain the levels of understanding and overall satisfaction with the models and to identify major problem areas in each of the plans.

Baseline information was gathered for each of the three models by surveying applicants and non-applicants at the beginning of the Fall 1985 pilot-testing phase. The overall teacher participation rate in all nine districts was 11%, or 631 participants out of 5,945 teachers. In the spring of 1986, applicants were again surveyed and interviews were conducted with each group involved in the pilot tests. The groups interviewed were superintendents, principals, project coordinators, incentive committee members, and participating teachers.

Participants were asked to rate their level of understanding of several components of their model and the degree to which they were satisfied with the various components. The Bonus Model received the highest ratings for both understanding and satisfaction in the Fall and in the Spring surveys. The Career Ladder Model was second, followed by the Campus/Individual Model.

According to the report, teacher support for the implementation of an incentive program in South Carolina is high due to the work done by the incentive program staff and committees working on the project throughout the state. However, the consultants did find four areas that caused the most significant concern among the participants, both in frequency and severity of complaints. As a result, the following strategies were recommended by the evaluation report to deal with participant concerns.

1. An effective teacher performance appraisal system must be developed and used by all districts to successfully implement a teacher incentive program. This system must take into account what will be appraised, who does the appraisal, and the actual training of administrators and teachers to conduct appraisals.

2. The manner in which the program is funded should be reviewed and restructured. For the incentive program to be adequately tested, sufficient funding for each district is important. Also, adequate funding must be allocated at the state level to enable the state to provide districts with the technical assistance needed.

3. A program to provide each district with technical assistance should be developed by the State Department of Education. This program would increase each district's level of satisfaction and understanding of the incentive program and encourage more "superior" teachers to participate. The technical assistance would instruct teachers in areas of documenting student achievement, identifying applicable projects, and setting goals. Also, a means for measuring student achievement could be developed by the state. A set of guidelines and an accompanying interpretation for each model would be another part of technical assistance. This would enable all districts to operate the models in the same manner. Once these guidelines are established, the districts should develop an open line of communication with someone at the state level for any further clarification needed for successful implementation of the models.

4. A full-time project coordinator position should be established by each district to ensure proper administration of the teacher incentive program. It is thought this would help to produce higher levels of satisfaction and understanding among participants.

A summary of the evaluation of the Teacher Incentive Program Pilot-Test is available from the Division of Public Accountability, South Carolina Department of Education.

Tuition Reimbursement Program

In an effort to improve the training of current teachers, principals, and supervisors, the EIA established a program which provides reimbursement for successfully completing a three-hour college credit course. The program was implemented for the first time during the 1985-86 school year when $635,809 was reimbursed to 3,903 school personnel.

Certified school district employees are eligible to receive tuition reimbursement every two years. Courses must be taken at a South Carolina public or private college, and must be in their field of specialization. Employment in that field must be in a South Carolina public school for the succeeding year. Appendix F lists by district the number of approved requests and the amount of reimbursement within each district in 1985-86 for courses attended during the 1984-85 school year.

Interest in the Teaching Profession

TEACHER LOAN PROGRAM

To address the problem of attracting and retaining qualified individuals in teaching, a loan program for college students was established by the EIA. The Teacher Loan Program provides loans to qualified state residents who intend to become certified teachers employed in the state's academic and geographic critical need areas. For each year a loan recipient teaches in an area of critical need, 20% of the loan and the interest is cancelled. For school year 1985-86, mathematics and science were designated as academic critical need areas. School districts having a minimum of 51% of their population classified as rural were designated as geographic critical need areas.

For school year 1985-86, 350 individuals received loans with 63 recipients designating mathematics and 31 recipients designating science as the critical need areas in which they plan to teach. The number of individuals receiving loans in 1985-86 (350) nearly doubled from the previous year (151) which had the same critical need areas (See Tables 3-2 through 3-4).

Table 3-2

Teacher Loan Program
July 1985 - June 1986

School	No. Students Receiving Loans	Average GPR
Baptist	10	3.28
Benedict	1	3.39
Central Wesleyan	4	3.51
Citadel	10	3.51
Clemson	31	3.50
Coker	4	3.37
College of Charleston	18	3.43
Columbia College	27	3.20
Converse	29	3.54
Erskine	7	3.13
Francis Marion	42	3.28
Furman	3	3.60
Lander	13	3.36
Limestone	2	3.60
Newberry	1	3.29
Presbyterian	10	3.20
SC State	6	3.36
USC	56	3.56
USC-Aiken	21	3.44
USC-Coastal	5	3.24
USC-Spartanburg	9	3.39
Voorhees	1	3.50
Winthrop	30	3.12
Wofford	2	3.17
Out-of-State	8	3.19
Total	350	

Table 3-3

Loans by Grade Level of Recipient
July 1985 - June 1986

Seeking Non-Degree	6
Freshman	15
Sophomore	35
Junior	81
Senior	83
Post-Baccalaureate	26
Graduate	104
Total	350

Table 3-4

Loans by Critical Need
Academic Areas
July 1985 - June 1986

Mathematics	63
Science	31

CERTIFICATION AND EXPERIENCE

Information on the pool of teachers willing and eligible to work and on the number of individuals preparing to enter the field is difficult to obtain. By tracking over time the number seeking certification, some measure of interest in the teaching profession can be made. It is important to note that to be certified to teach does not mean that an individual is actively seeking employment in the school system or in an area that needs teachers. However, the data presented in the following paragraphs offers some indication of the level of interest in the teaching profession in South Carolina.

In 1985-86, the number of initial certificates issued in South Carolina increased 21% from the previous year, representing 677 more individuals receiving initial certification (Table 3-5). When comparing the number of initial certificates issued in 1982-83 with 1985-86, a significant increase of 44% (1,190 individuals) is noted. The number of initial certificates issued increased from the previous year for both the individuals who attended college in-state and those who attended out-of-state.

In 1985-86, 2,184 more certificates were issued than in the previous year. Table 3-6 shows the number of certificates issued by subject area. These numbers include initial certification and certified teachers seeking certification in another area. In 1985-86, 7,542 certificates were issued.

Other data which give further information on teacher supply is the number of conditional certificates granted for critical need areas (Table 3-7). The number of teachers employed by experience levels also relates to teacher supply (Graph 3-3).

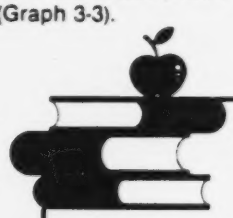


Table 3-5

Initial Certification for Teachers

Obtained Undergraduate Degree	1982-83		1983-84		1984-85		1985-86	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
In-State	1,588	58.8%	1,907	57.7%	1,594	49.6%	2,053	52.8%
Out-of-State	1,113	41.2%	1,400	42.3%	1,620	50.4%	1,838	47.2%
Total	2,701		3,307		3,214		3,891	

Table 3-6

Teacher Certification by Subject Areas*

Subject Area	Number Receiving Certification 1984-85	1985-86
Early Childhood	604	786
Elementary	1,210	1,623
Language Arts	345	430
Reading	83	119
Foreign Language	64	98
Mathematics	248	347
Science	368	514
Social Studies	310	487
Vocational Education	319	497
Fine Arts	233	406
Physical Education	190	280
Driver Training	22	19
Special Education	827	1,028
Counselor/Psychologist	161	335
Media Specialist	61	75
Administration	313	498
Total	5,358	7,542

*Teachers can be, and frequently are, certified in more than one area. These numbers include initial certification and additional areas.

Table 3-7

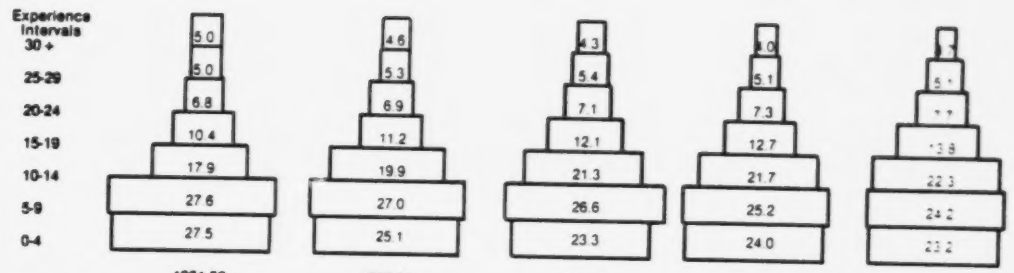
Critical Need Conditional Certificates

	1984-85	1985-86
Mathematics	39	34
Science	38	66
Middle School Science		1
General Science	2	9
Biology	15	25
Chemistry	4	5
Physics	1	1
Total	99	*141

*Six individuals are certified in more than one area.

Graph 3-3

Percent of Teachers* by Experience Intervals



	1981-82	1982-83	1983-84	1984-85	1985-86
Average Years of Experience	10.8	11.1	11.3	11.2	11.4
Number	35,859	35,843	38,003	38,053	38,642

*Includes librarians and guidance counselors.

CHAPTER 4

school conditions

Positive school conditions or climate are believed to be factors related to improved student performance. An orderly environment, emphasis on academics, high expectations for students, and frequent monitoring are all aspects of school conditions that are thought to contribute to learning. Throughout the EIA, programs and policies urge an improvement in these various factors.

Much of the data available measure the aspects of school conditions indirectly; nevertheless, such information can be useful in establishing changes in the climate for learning. Opinions of teachers, parents, students, and the public; truancy rates; and students taught by teachers out-of-field are some of the indirect measures of school conditions that are included for analysis in this chapter.

Opinions on School Conditions

Public school teachers, parents, students, and the public with no ties to the schools were surveyed to obtain opinions on school conditions. The polling of the three adult groups for the assessment report last year permits a comparison between their 1985 and 1986 opinions. In order to broaden the scope of the responses, 439 students chosen from grades five, eight, and eleven were included in this year's surveys for the first time (See Appendix G for details of the methodologies of the surveys).

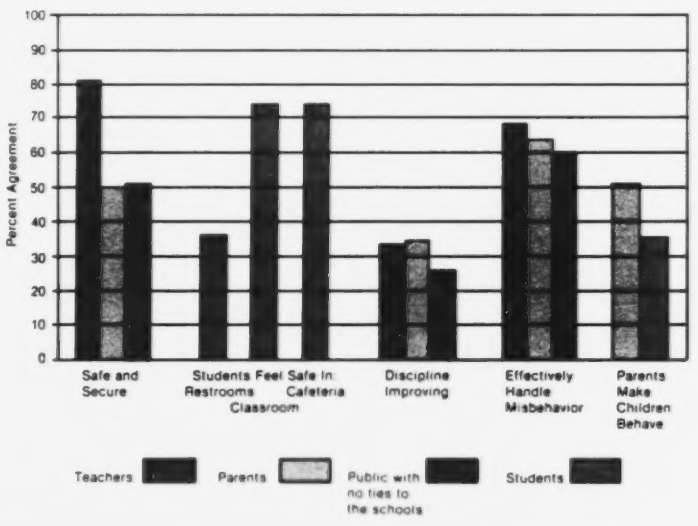
SAFE AND ORDERLY ENVIRONMENT

One aspect of positive school conditions which the surveys pursued was a safe, orderly environment. Parents and the public were generally undecided about the safety of schools since only half of the two groups responded that they are safe. This was a view which remained virtually unchanged from the 1985 survey. Interestingly enough, however, teachers and students generally felt safe during school. When asked about safety in the classrooms, the cafeteria, and the school restrooms, 70% of the students felt safe in two locations, their classrooms and in the cafeteria. However, only 36% of the students felt safe in the restrooms.

Those adult respondents who thought the schools were not safe based their responses on a belief that there was a lack of discipline, inadequate monitoring of student behavior, and drug and alcohol abuse by the students.

Graph 4-1

Safe and Orderly Environment

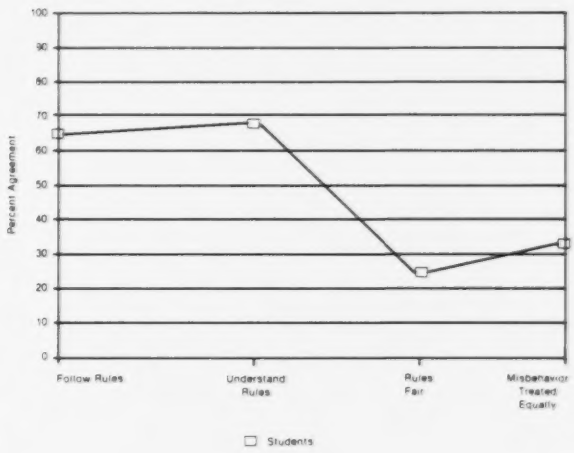


When specifically asked about discipline, the 1986 survey revealed that approximately one-third of the teachers, parents, and public believed discipline was improving, and fewer individuals felt that discipline had "gotten worse." This response represents a slight improvement over last year. Although discipline was viewed as a continuing problem, a large percent of the teachers, parents, and public felt the schools effectively handled misbehavior. When asked if parents make sure children behave while in school, only half of the parents and one-third of the students agreed with this statement (See Graph 4-1).

From the students' viewpoint, 68% responded that they understand and follow school rules. There was, however, some disagreement as to whether the rules are fair and whether all students involved in disciplinary situations are treated equally (See Graph 4-2).

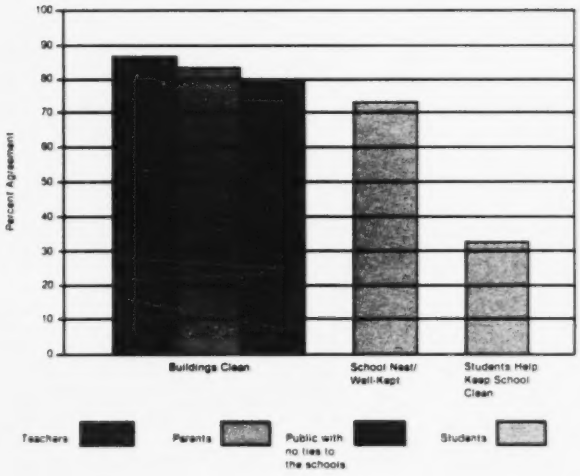
Graph 4-2

School Rules



Graph 4-3

School Facilities



The surveys also inquired about opinions on the physical conditions of school facilities (See Graph 4-3). In 1985-86 approximately 80% of teachers, parents, and the public felt the schools were clean as compared to 70% in each group which felt this way the previous year. Students also agreed schools are well-kept and clean, but it was evident that students made little contribution to this endeavor. Sixty percent of students disagreed with the statement, "Most students try to keep the inside of this school neat and clean."

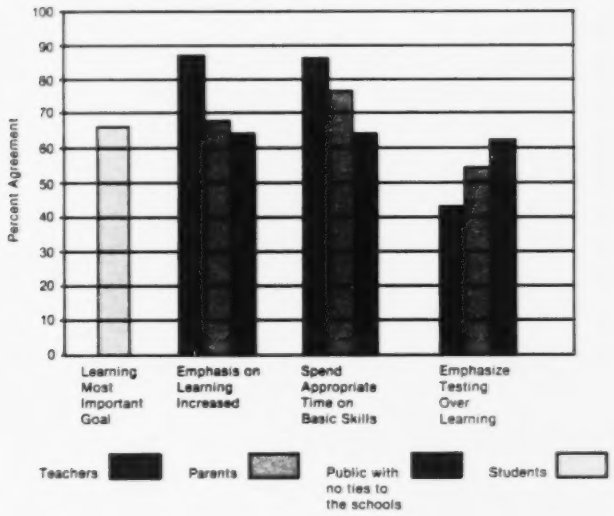
EMPHASIS ON ACADEMICS

Emphasis on academics, another area important to school conditions, was also covered in the surveys (See Graph 4-4). Over 66% of the students questioned said learning is the most important goal in their school. All three adult groups thought the emphasis on learning had increased in the public schools in the last year. In fact, 50% of the teachers said the emphasis had "increased a lot." A majority of the teachers, parents, and public responded that they felt an appropriate amount of time was currently being spent on teaching basic skills.

Nevertheless, the surveyed adults were divided on one point — whether there is greater emphasis on learning or testing in the schools. Over half of the parents and 60% of the public said that public schools emphasize testing over learning. Over 40% of the teachers also agreed with that perception.

Graph 4-4

Emphasis on Academics

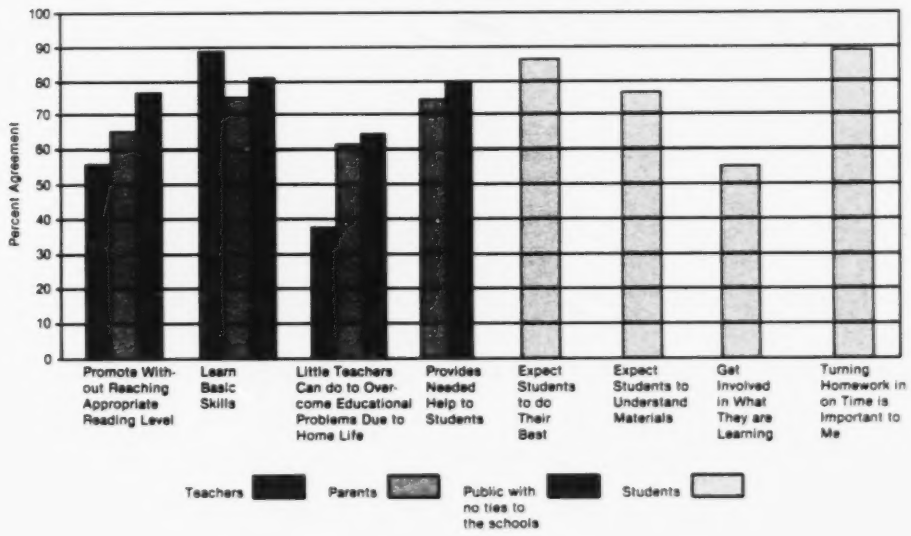


HIGH EXPECTATIONS

Since high expectations have been shown to positively effect student performance, questions were included in the surveys to explore the level of expectations for student performance and aspirations. In the area of reading, as an example, two-thirds of the public and parents felt students were being promoted without achieving appropriate reading levels. Approximately half of the teachers agreed (See Graph 4-5).

Graph 4-5

Expectations for Student Performance



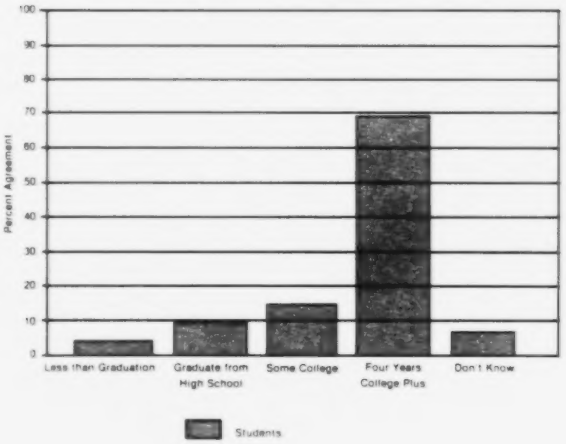
A majority of teachers, parents, and the public think that teachers are responsible for making sure that all students learn the basic skills. Yet, at the same time, parents and the public agreed "There is little a teacher can do to overcome educational problems due to a student's home life." Fifty-six percent of the teachers thought they could make a difference, but another 38% said they could not overcome these problems. Still, when asked about providing help to students who have problems in school, almost 75% of the parents and 80% of the public responded that schools in their area do offer the needed help.

Although the adult groups expressed doubt concerning the expectations schools have for students, a majority of the students (87%) say teachers expect all of them to do their best. Students are also expected to exhibit a good understanding of all their subjects. Over half of the students responded that they get involved in what they are learning, and a majority of the students felt turning homework in on time was important.

Students were also asked questions focusing on how much education they would like to obtain. Seventy percent of the students hoped to attend college for at least four or more years, followed by 13% who wanted some college, and 10% who aspired to a high school degree (See Graph 4-6). Two-thirds of the students, however, thought "Quite a few students in our school will not graduate from high school."

Graph 4-6

Educational Aspirations



FREQUENT MONITORING OF STUDENT PERFORMANCE

Frequent monitoring of student performance goes hand in hand with high expectations and an emphasis on academics. This positive aspect of school conditions received high marks from all the survey groups.

According to a majority of the students, most teachers give homework assignments and grade the students' work regularly. Further , teachers often check work during class time and administer tests based on what students are learning in class.

In 1985-86 the adults in the survey groups agreed that student performance was evaluated frequently. While in 1984-85 only 55% of the public agreed with this statement, this year 77% were in agreement. The responses of parents surveyed remained positive, with their level of agreement increasing from 78% to 85%. Two-thirds of both groups also expressed the feeling that "On a typical day, students are assigned the right amount of homework."

SCHOOL PRIDE

Regardless of the overall positive opinions students had about their teachers and principal (discussion in Chapter 6) and the school environment, the students apparently were not basically proud of their schools. Students did not think their place of learning was much better than other schools, according to one-third of the respondents. Forty-two percent of the students even thought that their peers would like to go to other schools. "Our old school spirit is gone" and "Most students no longer enjoy school" were two of the comments students made when asked what changes they had noticed last year at their school. According to the comments of students, the dissatisfaction they had with their schools was due, in part, to the changes and subsequent frustrations brought about by the EIA.

Other Indicators of School Conditions

TRUANCY, SUSPENSIONS, AND EXPULSIONS

Information on truancy, suspensions, and expulsions provides some measure of a safe and orderly school environment. A decline in unlawful absences and one-time suspensions occurred between 1983-84 and 1985-86. This same period of time, however, saw a very slight increase in the number of students suspended more than one time and those expelled. The data gathered for grades six through twelve are presented in Table 4-1.

The drop in percentage rates in 1985-86 meant that 16,427 fewer students had five unlawful absences, and 8,821 fewer students were suspended one time. There was also a decrease by over 4 percentage points in three consecutive absences and in five total absences, while the number of students suspended one time dropped by 2.6 points.

The figures for students suspended more than one time increased from 5.04% to 5.23%. The percentage of students expelled went from 0.39% to 0.57% during the same three years.

Table 4-1

Truancy, Suspensions, and Expulsions
Comparison of 1983-84 with 1985-86 Unlawful Absence Data
180-Day Report

NUMBER WITH THREE CONSECUTIVE ABSENCES

	1983-84		1985-86	
Grade	Number	Percent Enrollment	Number	Percent Enrollment
6	3,920	7.72	1,666	3.44
7	4,949	8.94	2,341	4.59
8	4,729	8.97	2,433	4.68
9	6,149	11.45	3,506	6.04
10	5,146	10.73	2,570	5.21
11	4,338	10.35	1,822	4.64
12	3,610	9.15	1,433	3.86
Total	32,841	9.61	15,771	4.71

NUMBER WITH FIVE ABSENCES

	1983-84		1985-86	
Grade	Number	Percent Enrollment	Number	Percent Enrollment
6	5,184	10.21	3,203	6.61
7	7,600	13.73	5,015	9.83
8	7,929	15.03	5,469	10.53
9	9,280	17.28	7,183	12.39
10	7,946	16.57	5,782	11.73
11	6,684	15.94	4,407	11.23
12	6,478	16.43	4,922	13.26
Total	51,101	14.95	35,981	10.74

NUMBER SUSPENDED ONE TIME

	1983-84		1985-86	
Grade	Number	Percent Enrollment	Number	Percent Enrollment
6	3,888	7.66	2,993	6.17
7	6,225	11.25	5,049	10.60
8	6,246	11.84	5,934	11.42
9	9,899	18.43	8,689	14.99
10	8,047	16.78	6,131	12.43
11	6,594	15.73	4,286	10.92
12	5,518	13.99	3,597	9.69
Total	46,417	13.58	36,679	10.95

NUMBER SUSPENDED MORE THAN ONE TIME

	1983-84		1985-86	
Grade	Number	Percent Enrollment	Number	Percent Enrollment
6	1,484	2.92	1,325	2.73
7	2,549	4.61	2,902	5.69
8	2,593	4.92	3,252	6.26
9	4,098	7.63	4,325	7.46
10	3,000	6.25	2,832	5.74
11	2,015	4.81	1,717	4.37
12	1,500	3.80	1,190	3.20
Total	17,239	5.04	17,543	5.23

NUMBER EXPELLED

	1983-84		1985-86	
Grade	Number	Percent Enrollment	Number	Percent Enrollment
6	29	0.06	61	0.12
7	161	0.29	260	0.50
8	195	0.37	360	0.69
9	394	0.73	664	1.14
10	251	0.52	319	0.65
11	163	0.39	140	0.36
12	132	0.33	122	0.32
Total	1,325	0.39	1,926	0.57

Table 4-2

Number and Percent of Students
Taught by Teachers Out-of-Field

ELEMENTARY

Grades K-8[a]

Subject	1983-84 Students Taught by Teachers Out-of-Field[b]	1984-85 Students Taught by Teachers Out-of-Field[b]	1985-86 Students Taught by Teachers Out-of-Field[b]
Reading	7,414 (5.6%)	10,253 (6.2%)	9,085 (5.6%)
English	10,379 (2.8%)	12,774 (3.4%)	15,163 (4.0%)
Mathematics	11,150 (3.0%)	14,465 (3.8%)	15,960 (4.1%)
Science	10,970 (3.2%)	12,353 (3.6%)	12,722 (3.7%)
Social Studies	9,080 (2.6%)	11,438 (3.3%)	11,550 (3.3%)
Fine Arts	28,460 (3.7%)	36,455 (4.8%)	32,864 (4.5%)
Other	41,320 (4.4%)	39,731 (4.2%)	41,194 (4.3%)
Total Across Subjects[c]	118,773 (3.6%)	137,469 (4.2%)	138,538 (4.2%)
Total Primary Enrollment Across Subjects[c]	3,279,395	3,309,274	3,308,309

SECONDARY

Grades 7-12[a]

Subject	1983-84 Students Taught by Teachers Out-of-Field[b]	1984-85 Students Taught by Teachers Out-of-Field[b]	1985-86 Students Taught by Teachers Out-of-Field[b]
Language Arts	7,133 (3.7%)	9,450 (3.9%)	10,374 (4.3%)
Mathematics	11,900 (6.4%)	18,904 (9.8%)	20,623 (10.5%)
Science	9,063 (6.3%)	14,573 (9.3%)	15,456 (9.8%)
Social Studies	14,730 (5.6%)	13,273 (5.1%)	14,072 (5.5%)
Vocational Education[d]	5,948 (5.0%)	5,780 (5.0%)	5,676 (5.0%)
Foreign Language	2,375 (6.8%)	4,083 (9.7%)	4,988 (10.2%)
Fine Arts	2,851 (3.5%)	2,785 (3.7%)	3,358 (4.7%)
Other	3,763 (2.7%)	2,955 (2.3%)	3,511 (2.8%)
Total Across Subjects[c]	57,763 (5.0%)	71,803 (5.9%)	78,058 (6.5%)
Total Secondary Enrollment Across Subjects[c]	1,159,306	1,219,636	1,206,702
Total Students Across Subjects Taught by Teachers Out-of-Field[c]	176,536 (4.0%)	209,272 (4.6%)	216,596 (4.8%)
Total Enrollment Across Subjects[c]	4,438,701	4,528,910	4,515,011

[a] Grades 7 and 8 overlap both elementary and secondary levels because of differences in school organization.

[b] Teachers teaching out-of-field are those teachers who are fully certified in other area(s), but teach in an area for which they are not certified. In order to to teach out-of-field minimum State Board of Education requirements must be met in the area for which the out-of-field permit is issued.

[c] Duplicated count

[d] Adjustments have been made to the 1984-85 data in vocational education since the 1985 report.

TEACHERS OUT-OF-FIELD

Some indication as to the degree of familiarity teachers possess with regard to the materials they are teaching is provided by the percent of students taught by teachers out-of-field. This information can also indicate subject areas where a possible shortage of teachers may exist.

During the 1985-86 school year, the total number of students taught by teachers out-of-field remained relatively steady, increasing slightly to 4.8% (See Table 4-2). The percent of elementary students taught out-of-field remained at 4.2%, the same figure for last year, but the figure for secondary students taught out-of-field grew to 6.5%, continuing the increases observed for the last three years. The percentage of secondary students taught out-of-field remained particularly high in the three areas of mathematics (10.5%), science (9.8%), and foreign language (10.2%).

SCHOOL INCENTIVE PROGRAM

During 1985-86, 310 schools and five school districts received almost $7 million under the School Incentive Program established by the EIA. This money was provided to financially reward schools and school districts for exceptional performance. The recipients were rewarded for meeting the following criteria: 1) achievement gains over prior year, 2) improved student attendance, and 3) teacher attendance.

Measuring Gains

Each school's student achievement figures were examined by measuring the gain over the prior year in the percent of students performing above the 25th percentile, 50th percentile and 75th percentile in reading and math. The grade levels included were those involved in the state's BSAP and CTBS testing programs. The gains or losses at each of the percentiles were then averaged together to produce a single gain index score for the school. Schools were categorized by their students' performance and ranked according to their gain scores.

Once they had met the achievement gain criterion, schools could qualify for additional rewards on the basis of student and teacher attendance. Student attendance had to improve over the prior year and be above the state average daily attendance level. A third reward could be earned if the school's teacher attendance level was also above the state mean. See Appendix H for a list of schools and the amount of their rewards.

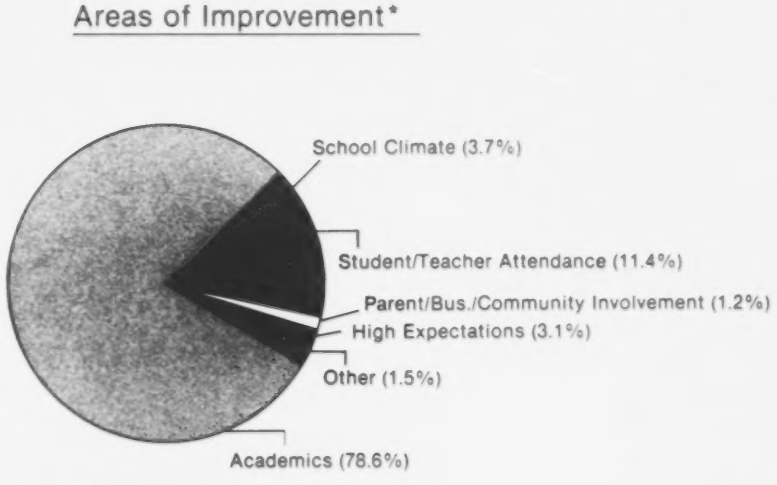
School districts with 70% or more of their schools selected for school incentive rewards also received a district reward. In 1985-86 Anderson 3, Clarendon 2, Dorchester 2, Florence 4, and York 4 were the five districts which achieved this status.

Graph 4-7

School Incentive Program
1985-86 Awards

Use of Reward Funds

The incentive rewards were distributed to 139 elementary schools, 59 middle/junior high schools, and 112 secondary schools. The rewards were based on a per pupil amount and ranged from $81,180 to $3,740. The law stipulated that the rewards must be used to further student achievement gains and to improve excellence. An overview of the areas in which these funds were used is shown in Graph 4-7.



Approx. $7 million

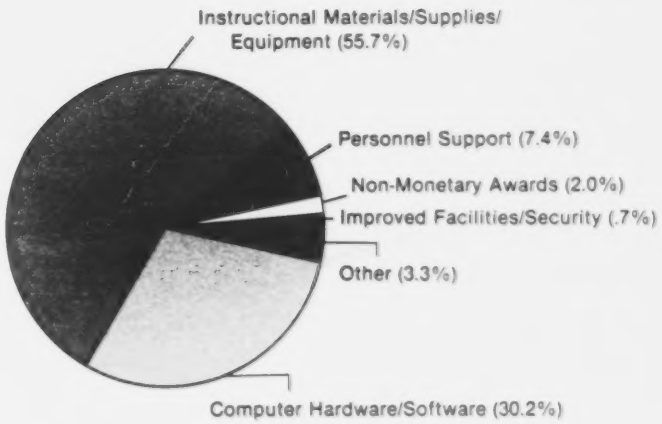
*Percent does not equal 100% due to rounding.

Continued

As Graph 4-7 indicates, most of the schools wished to improve academics (all curriculum areas, instruction, and basic skills) and planned substantial purchases (approximately $4 million) of instructional materials, supplies, and equipment. Within this category, the highest amount was spent on science instruction followed by mathematics, reading, and language arts. Approximately $1.5 million was directed to purchasing computers for instructional use.

Graph 4-7

School Incentive Program
1985-86 Awards*



Approx. $7 million

*Percent does not equal 100% due to rounding.

COMPETITIVE GRANTS FOR TEACHERS AND SCHOOLS

Teacher grants totaling $195,700 and school grants amounting to $247,390 were awarded in 1985-86 under the Competitive Grants Program established by the EIA. The law provides these funds for improving teaching practices and procedures, as well as implementing exemplary programs for improving instruction.

EIA Competitive Grants
1985-86

	Teacher Grants	School Grants
Funds Available	$200,000	$250,000
Funds Distributed	$195,704	$247,391
Average Grant	$ 1,687	$ 4,498
No. of Applications	326	88
No. Awarded Grants	116	55
No. of Districts in Which Grants Were Awarded	41	31

Teacher competitive grants are given to support teachers in developing unique and creative programs designed to address the specific instructional needs in their schools. The grants were used to develop programs in such areas as parent education on preschool development, writing how-to manuals, hands-on science programs, and computer-assisted instruction for all academic areas.

Grants determined by the State Department of Education to be applicable to other South Carolina schools' instructional needs were shared with other schools under a dissemination program. A summary of all teacher grants is provided in Appendix I.

The competitive school grants are used to implement exemplary projects recommended by the National Diffusion Network (NDN). The NDN includes programs only after their effectiveness and ability to meet the education needs of others has been proven. The projects selected from NDN included such areas as programs for career development, methods for in-school suspension, development of writing skills, and utilization of individualized science programs. A summary of school grants is provided in Appendix J.

EIA BUILDING FUNDS

The Education Improvement Act allocated $32.9 million dollars for the school building program for 1985-86. The funds were to be used for two purposes: to renovate, construct, or repair instructional facilities; or to reduce the millage required to pay principal and interest on bonds issued for such purposes. If a district has issued bonds or undertaken capital improvement programs in the last five years, at least 50% of the funds must be used to reduce the millage required to pay debt service on the outstanding bonds. However, should that district have obtained building funds at a low interest rate, have an identified need for the funds in excess of the 50%, or anticipate a significant increase in the need for additional classroom space, a waiver could be granted to the millage "rollback" requirement.

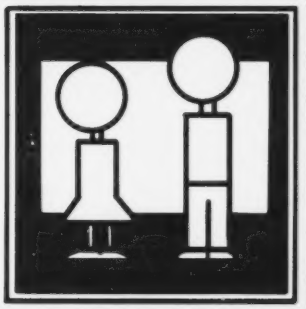
Districts have four years tc expend these funds. Operating within this time frame will allow some districts to accumulate funds while planning or beginning a project. In 1985-86:

- 25 districts reduced the millage rate.
- 17 districts would have been required to raise their millage if there had been no EIA building funds.
- 29 districts obtained waivers because of the need for additional classroom space.
- 25 districts needed no waivers since they either had no debt increase in the last five years or had paid the debt.

Appendix K shows the district building funds from the EIA for 1985 and 1986, whether waivers were granted, and the amount of millage reduction. The amount of funds available for 1987 is also included in this information.

CHAPTER 5

community involvement



The Education Improvement Act emphasizes the role of schools, parents, the community, and business as partners in the educational process. The Act provides for increasing the participation of business and industry and broadening community involvement in the public schools. South Carolina has initiated several programs within districts to further these objectives, most notably business/education partnerships, school volunteer programs, and School Improvement Councils. This chapter of the report focuses on several indicators of community involvement:

- The status of business/education partnerships in South Carolina.
- The status of school volunteer programs.
- School-home relations as indicated by opinion surveys of teachers, parents, and the public.
- School-community relations and School Improvement Councils.

Business/Education Partnerships

Businesses have become involved in South Carolina schools in several ways since the implementation of the EIA. Business/education partnerships such as the adopt-a-school programs have been formed and are actively functioning in many districts. Two leadership networks have been created across the state to focus on the development and support of business/education partnerships. Business leaders have become actively involved through service on School Improvement Councils and as resource persons for the schools.

Based on a survey conducted in the Fall of 1985 to which all school districts responded:

- Half of the districts had established a business/education partnership program, a 34% increase over last year.
- 56 school districts had established a policy on business/education partnerships, doubling the number existing in the 1984-85 school year.
- 1,033 businesses were participating in partnerships, a 37% increase from last year.
- 77 districts reciprocated the contributions of business with services from schools.

Across the state several strategies were used to facilitate the development of business/education partnerships.

- A leadership network of educators and a network of representatives from 12 major businesses in South Carolina began to work together to develop strategies to foster statewide partnerships.
- A training package, developed for use with the network of educators, includes recruitment and orientation materials in the form of an audio-visual presentation and a book of exemplary projects.
- Twelve regional workshops focusing on forming districtwide partnerships were held during 1985-86.

- Regional workshops were held with School Improvement Councils across the state to acquaint them with the benefits of partnerships.

Some of the partnerships which are currently taking place in South Carolina school districts include these varied approaches.

- Food Lion of Elloree offers management training opportunities to school administrators. Also, a monetary gift allowed for planned improvements of school buildings and helped to reduce the local millage rate. The school district reciprocates by providing facilities for meetings and recreational activities for Food Lion employees.

- In Florence, three companies are sponsoring an after school homework center for children of working parents. These companies actually provide the facility and pay the teachers.

- Duke Power is providing many services to the schools in Lancaster County. Among these services are a series of workshops ranging from stress management to aquatic biology and tutors for several students who need extra help in certain subject areas.

- The Square D Company in Richland County maintains a highly effective partnership with a local high school. The company conducts safety inspections of the high school's vocational equipment and also awards a $1000 college scholarship in engineering, business management, or computer science. Also, Square D has organized a Teacher-In-Industry Program whose goal is to increase the understanding of teachers concerning current conditions and trends in the private sector.

- The Colonial Life and Accident Insurance Company has formed a partnership with the South Carolina school bus transportation system to identify and recognize outstanding student bus drivers at each high school.

South Carolina Foundation for Public Education

A committee of business and education leaders in South Carolina has been established to initiate a plan for creating a public education foundation. Focusing on grades K-12, the bylaws and articles were assembled with the volunteered assistance of a lawyer who serves on the committee. A board of directors is currently being assembled under the chairmanship of John H. Lumpkin, Sr.

The South Carolina Foundation for Public Education is scheduled to become fully operational during the 1986-87 school year and will function apart from the State Department of Education.

School Volunteer Programs

School volunteer services are a major facet of community involvement in South Carolina schools. In 1985-86, school volunteer programs operated in 85 school districts, an increase of participation by 10 districts from 1984-85.

Community involvement through school volunteer programs provided resources and support services to schools in numerous areas. Volunteers working in the programs came from a broad range of groups:

Source of Volunteers	Number of Districts
Parents	64
Students	61
Retired/Senior Citizens	62
Business/Industry	62
Civic/Professional Groups	61

Overall, parents were the most heavily involved group of school volunteers in the state. Business and industry volunteers were most active in Greenville, Horry, Pickens, Charleston, and York 3 school districts. Civic, church, and professional organizations exercised the most involvement as school volunteers in Florence 1, Greenville County, Horry County, and Orangeburg 5 School Districts.

The participation of senior citizens is a very important part of school volunteer programs. An extremely active volunteer program exists in Greenville and involved 1,013 senior citizens during the fall semester of 1985. Horry County, Richland 2, and Charleston County School Districts involved 125, 117, and 83 senior citizens, respectively.

School volunteers served as tutors in 61 school districts across South Carolina. Some of the business volunteer tutorial programs operated in Horry, Pickens, Greenville, and Kershaw Counties. Spartanburg 6, Richland 2, Dillon 2, and Lexington 5 School Districts also had programs in this area.

Community members contributed many and varied talents to school programs. They served as mentors and resource persons and enriched the curriculum by contributing knowledge in career, content, and community service areas.

At least 51 school districts involved community members from all ages and walks of life as mentors or resource speakers.

Opinions on School-Home Relations

Involvement of parents is an important part of an effective educational program. A 1985 survey of parents, public school students, public school teachers, and the public with no ties to the schools found that schools were making efforts to inform and involve parents. Despite these efforts, however, these groups indicated little involvement in and lack of knowledge about the schools. These perceptions have changed only slightly in the last year, according to responses gathered in July and August of 1986.

As shown in detail in Graph 5-1, a majority of the teachers, parents, and public felt communication and involvement were encouraged. They also agreed with the following statements:

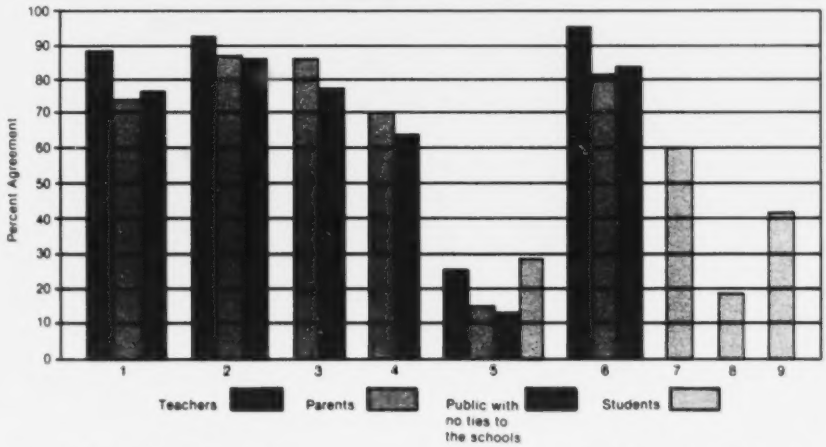
- Teachers respect parents' views.
- Parents are encouraged to become involved and have an active voice in the schools.
- Public schools recruit parent volunteers.
- Teachers contact parents when children are having problems in school.

The survey found, however, that more effort is needed to develop cohesion between the home and school in the educational effort. Parents, teachers, the public, and students (polled in April 1986) agreed that parents are unfamiliar with what goes on in schools. Less than half the students said their parents visit the schools or know the schools' homework rules, even though parents indicate they feel welcome at the school. When teachers, parents, and the public were asked why there was a lack of knowledge among parents, they suggested these reasons:

- Parents are not interested and do not want to get involved.
- A lack of communication exists between parents and teachers or parents and administrators.
- School/parent meetings are scheduled at inconvenient times.

Graph 5-1

School-Home Relations



1 Teachers Respect Parents' Views
2 Parent Involvement is Encouraged
3 Parent Volunteers Recruited
4 Parents Have Active Voice
5 Parents Know What Goes on in School
6 Parents Contacted About Problems
7 Parents Feel Welcomed
8 Parents Visit School
9 Parents Know Homework Rules

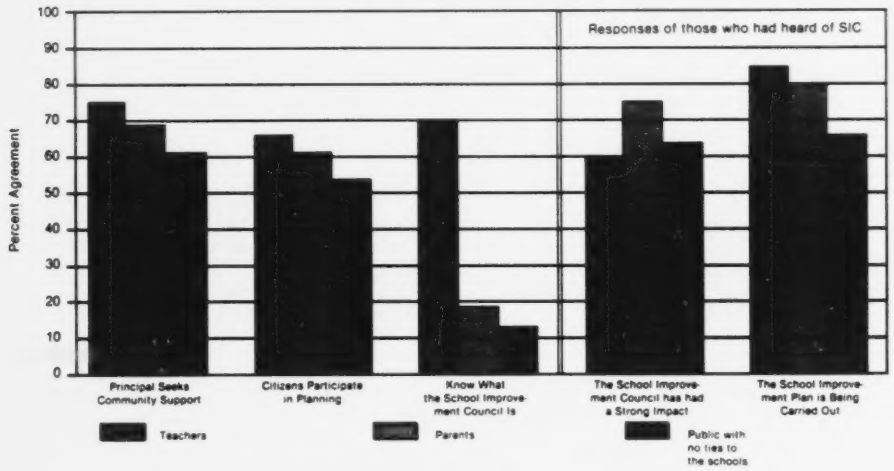
61

Opinions on School-Community Relations/ School Improvement Councils

Support and involvement by local communities is an important contributor to effective education. Schools must continually seek the support of the community and the community should continually participate in planning for school improvement. The 1986 survey found that 75% of the teachers, 69% of the parents, and 60% of the public felt that principals seek community support (See Graph 5-2). This figure represents a slight increase over last year's results. Involvement in school planning, however, was viewed less positively; about 60% of the parents and public and 66% of the teachers agreed that local citizens took part. These percentages indicate about the same response figures as last year.

Graph 5-2

Community Involvement



The Education Improvement Act encourages community involvement through local School Improvement Councils. These groups were originally established as school advisory councils by the Education Finance Act of 1977 and are comprised of parents, teachers, students, representatives of the community, and persons selected by the principal. The EIA increased the responsibilities of the Councils, and they now assist in the development of school improvement reports, monitor school improvement, and advise on the use of school incentive grant awards.

School Improvement Councils appear to be having a positive impact on schools but show up in the surveys as not being well-known to the community (See Graph 5-2). Almost 70% of the teachers were familiar with School Improvement Councils, but only 18% of the parents and 13% of the public had heard of them. In the 1985 survey, 25% of the parents knew about the Councils.

Teachers, parents, and the public who were familiar with the Councils felt that they have had a strong impact on the schools in their area. They also indicated that the School Improvement Plan was being carried out in their schools.

CHAPTER 6

public confidence

Public confidence in South Carolina's public schools must be maintained and encouraged if the reform effort undertaken by the Education Improvement Act is to succeed. The level of confidence which the citizens of the state have in the schools is being examined throughout the implementation of the EIA by attitude surveys and public/private school enrollment patterns.

The 1986 survey marked the third time since 1983 that citizens had been asked to rate the overall quality of education in South Carolina. The 1983 poll found that the public was almost evenly divided as to whether the quality of the schools was "good," " fair," or "poor." In 1986 the public, in this case, individuals who had no ties to the schools, remained divided in rating the quality "good" or "fair." Parents and teachers were surveyed separately in these years and generally were more positive about the quality of education than the public. Parents' ratings of education were better in 1986 than they were a year ago. The number of individuals who felt education was poor in South Carolina fell from 27% in 1983 to 16% of the public, 6% of parents, and less than 1% of teachers in 1986 (See Table 6-1).

Table 6-1

Question:	"How would you rate the overall quality of education in South Carolina: excellent, good, fair, or poor?"						
Responses	1983	1985	1986	1985	1986	1985	1986
	Public*	Public*		Parents		Teachers	
Excellent	5%	4%	4%	5%	7%	12%	11%
Good	30%	38%	32%	44%	51%	65%	67%
Fair	36%	38%	40%	38%	35%	19%	20%
Poor	27%	14%	16%	11%	6%	4%	.7%
Don't Know	1%	6%	8%	1%	.9%	—	1%

*The 1983 "Public" included Parents and Teachers. The 1985 and 1986 "Public" excluded these groups and surveyed them separately.

For the second year, 90% of the teachers viewed education as improving in this state. Sixty-six percent of the parents and 58% of the public, with no ties to the public schools, felt that education was improving rather than staying the same or getting worse (See Table 6-2).

Table 6-2

Question:	"How would you say that the overall quality of education in South Carolina is improving, staying the same, or getting worse?"						
Responses	1983	1985	1986	1985	1986	1985	1986
	Public*	Public*		Parents		Teachers	
Improving	54%	54%	58%	63%	66%	91%	90%
Staying the Same	26%	26%	17%	20%	22%	5%	7%
Getting Worse	13%	13%	13%	12%	7%	3%	2%
Don't Know	7%	7%	12%	5%	5%	1%	.9%

*The 1983 "Public" included Parents and Teachers. The 1985 and 1986 "Public" excluded these groups and surveyed them separately.

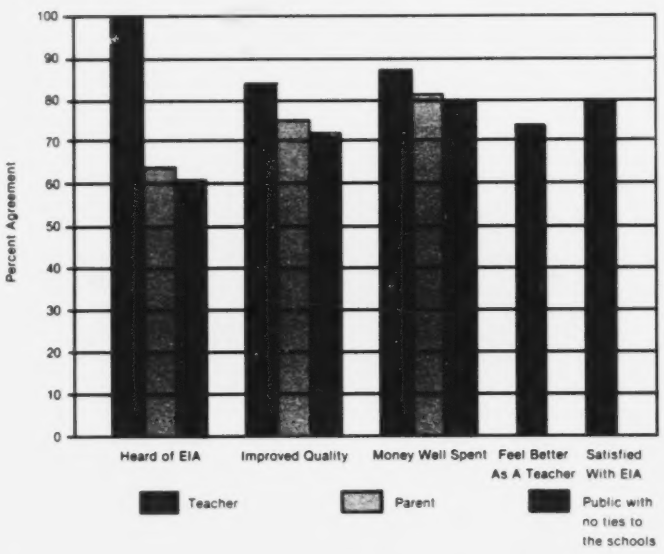
ATTITUDES TOWARD THE EDUCATION IMPROVEMENT ACT

Some progress has been made in knowledge of and support for the EIA among the survey groups since last year (See Graph 6-1). Almost all of the teachers, 60% of the parents, and 54% of the public said they have heard of the EIA. According to 84% of the teachers, 75% of the parents, and 73% of the public, the EIA has improved the quality of education. This represents an increase of 13 and 16 points respectively in the views of parents and the public from last year. Over 80% of all three groups agreed that "The money spent on the EIA is money well spent."

Teachers again said they feel better about being a teacher as a result of the EIA and experienced a general satisfaction with the Act (See Graph 6-1). They commented that the EIA was a needed improvement for the education system and had provided the increased funding for the creation of new programs and the acquisition of new materials. They further felt that the EIA had brought public attention to the education system and to the importance of teachers. Teachers also were motivated to become more excited and professional about their jobs. There were also those who were not satisfied with the Act, however, and they cited as their reasons a need for changes in the Act, too much paperwork for teachers, and mismanagement and misrepresentation of the Act.

Graph 6-1

Attitudes Toward EIA

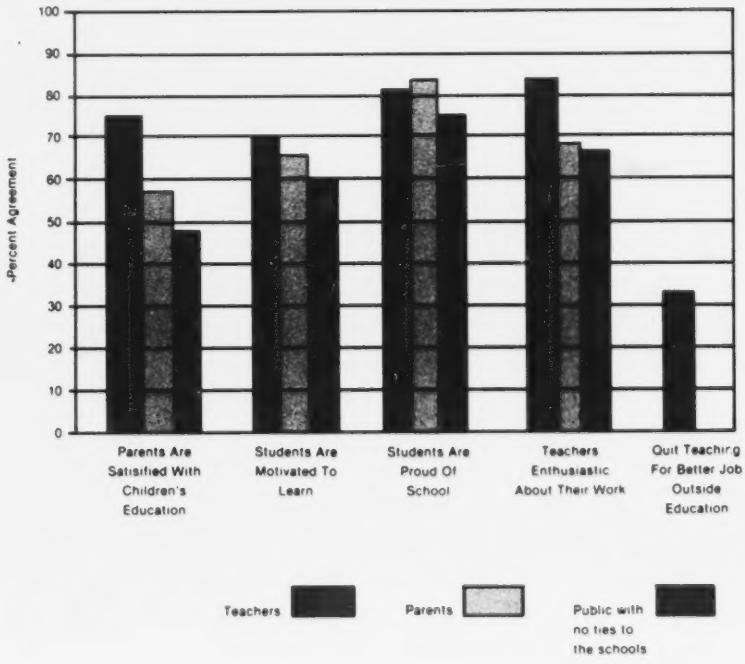


ATTITUDES TOWARD PUBLIC EDUCATION

Three-fourths of the teachers and 60% of the parents thought "Parents are satisfied with the education their children are receiving." Only 48% of the public, however, thought this statement was true. Yet, all three groups said students were motivated to learn and a majority in each group said students were proud of their school. Eight out of ten teachers were enthusiastic about their work. Further, only 33% agreed that if they were offered a better job outside education, they would quit teaching (See Graph 6-2).

Graph 6-2

Attitudes Toward Public Education



64

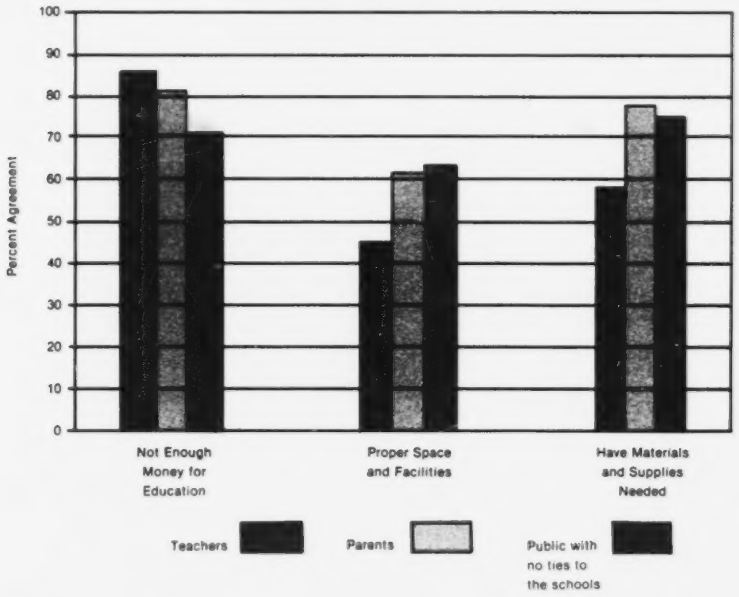
MONEY ISSUES IN EDUCATION

Despite the increases in funding for education occurring during the last two years with the EIA, the majority of teachers (87%) and parents (81%) said there is still not enough money available for education programs in South Carolina. As seen in Graph 6-3, 70% of the public also agreed that there was not enough money. The effects of this lack of funds, however, were not agreed upon by the respondents.

With regard to school buildings, half of the teachers said public schools do not have proper space and facilities for education programs. Just over one-third of the parents and public concurred with this sentiment. Almost 40% of the teachers said schools did not have all the materials and supplies necessary for instruction in the basic skills areas such as writing and mathematics. On the other hand, three-fourths of the parents and public said the school did have the materials needed.

Graph 6-3

Money Issues in Education

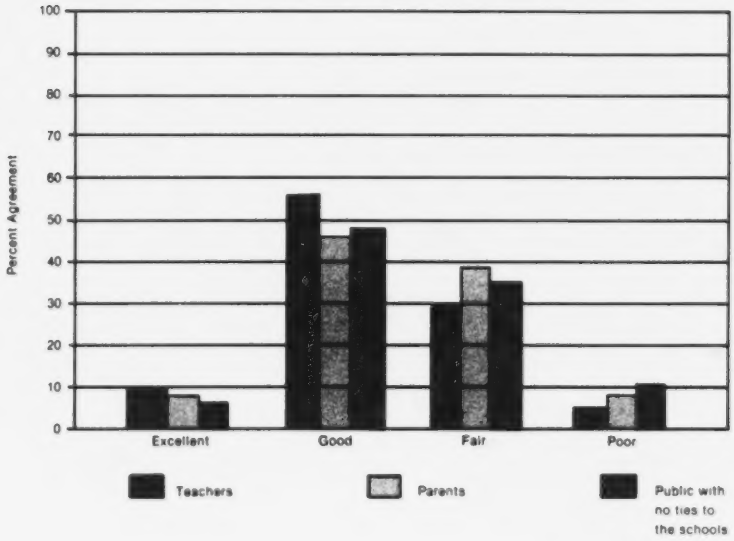


OPINIONS ON EDUCATION PERSONNEL AND THE PROFESSION

The quality of administrators in South Carolina public schools was judged to be "good" by over half of the teachers and approximately 45% of the parents and the public. Another 30-37% of the groups surveyed judged administrators to be "fair" (See Graph 6-4).

Graph 6-4

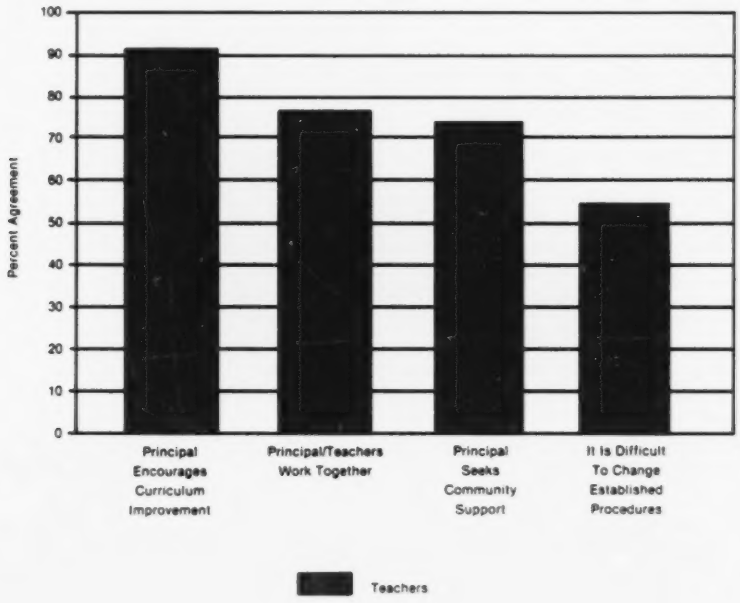
Quality of Administrators In South Carolina Public Schools



Teachers, when asked specifics about their school administrators, felt that the principal encouraged curriculum improvement, worked together with teachers, and regularly sought community support for instructional programs (See Graph 6-5). The one problem noted by half of the teachers was the difficulty encountered in changing established procedures in the school.

Graph 6-5

The Principal and Teachers

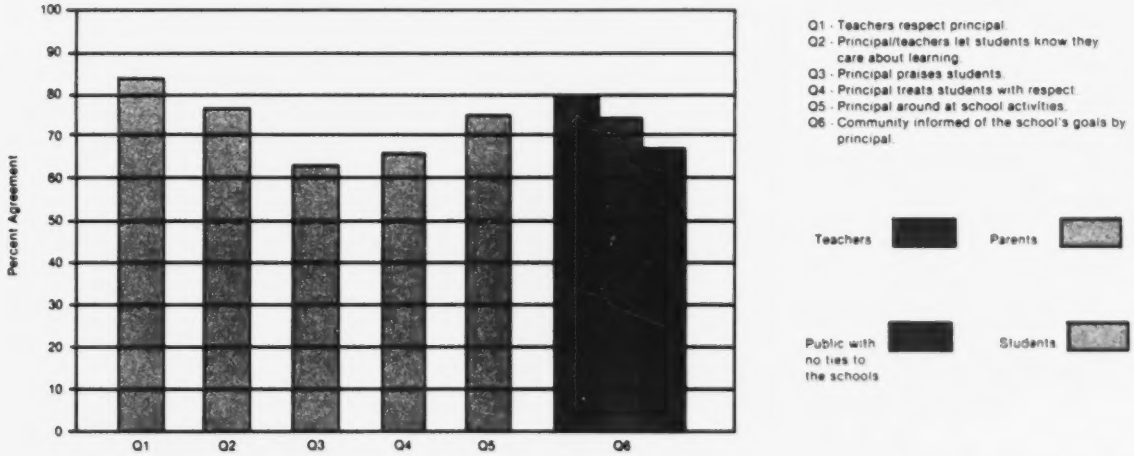


As Graph 6-6 shows, a large majority of the students said that teachers respect the principal. According to almost 80% of the students, both the principal and the teachers let students know that they care about learning. Further, the principal praised students when they did well and treated them with respect. The principal was also felt to be visible at the school's activities.

All the adults agreed that the community was kept informed of the school's goals by the principal. While the teachers' responses were as positive about this as in the 1985 survey, the parents and public were more positive than last year, with an increase of 10 points from the previous year to 77% and 67%, respectively.

Graph 6-6

Instructional Leadership

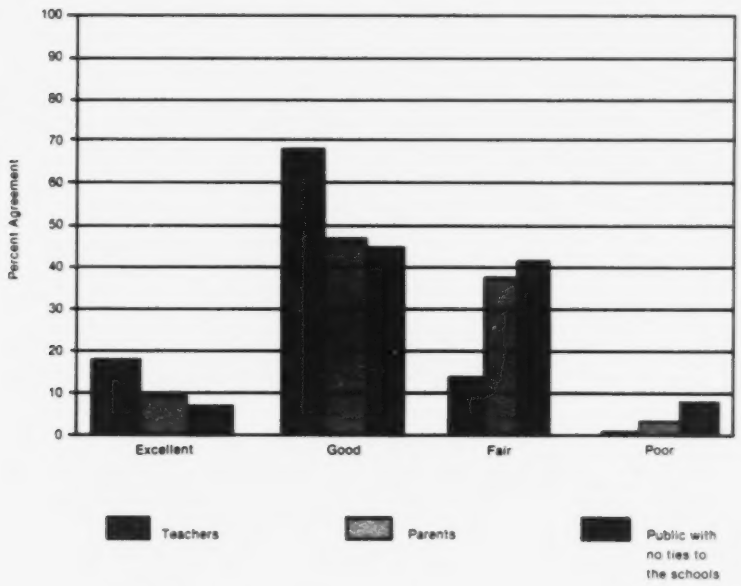


66

The ratings given by survey participants with regard to the quality of teachers in South Carolina public schools were similar to those given to the quality of school administrators. Over half of the teachers, the most positive group, gauged the quality to be "good." Parents and the public were divided on this point, however, with approximately 45% rating teachers as "good" and 40% responding "fair" (See Graph 6-7).

Graph 6-7

Quality of Teachers
In South Carolina Public Schools

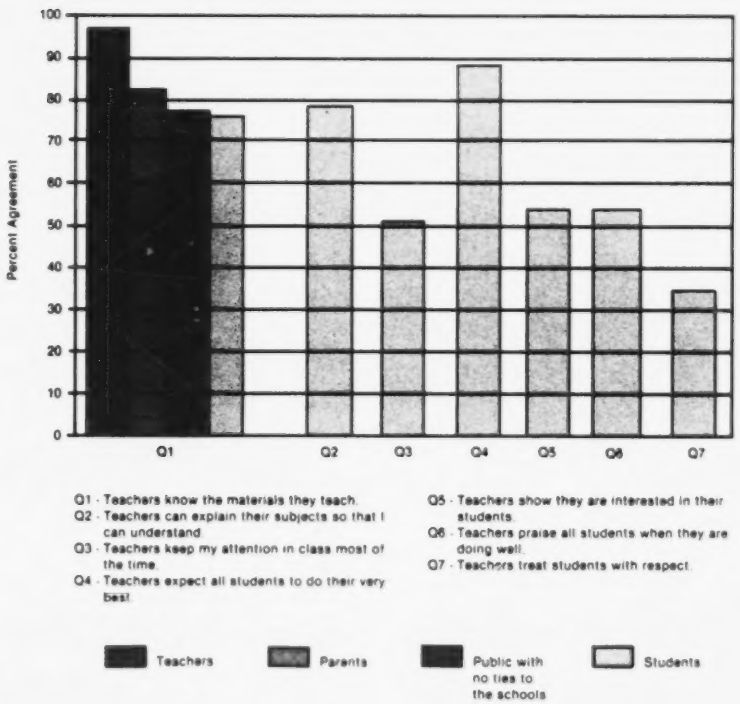


Teachers know the materials they teach, according to the teachers sampled and well over two-thirds of the parents and public. Seventy-five percent of the students were in agreement with this statement and also thought that teachers could explain the subjects so that they could be understood. Half of the students also stated that teachers kept their attention in class most of the time (See Graph 6-8).

In the survey of students, over 85% of the students said teachers expected all of their students to do their best. Half of the respondents commented that teachers showed interest in the students and praised all students when they were doing well. However, less than 40% thought teachers treated students with respect.

Graph 6-8

South Carolina Teachers and Their Students



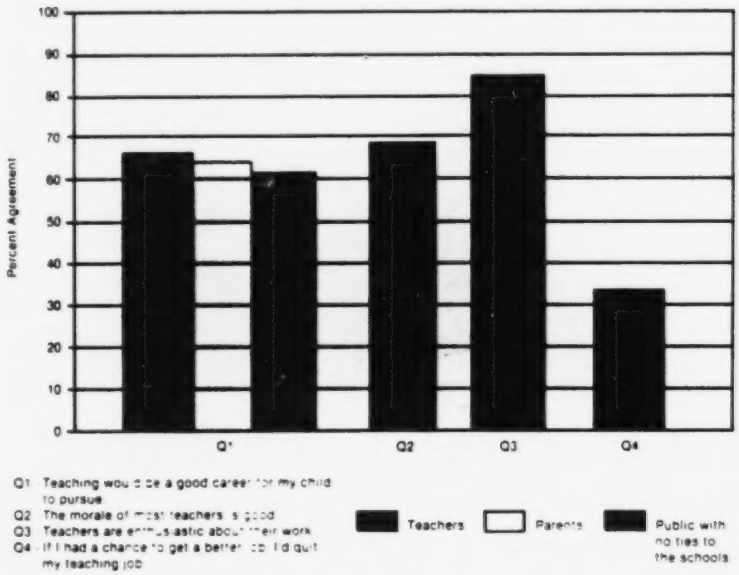
67

To explore the attitudes held toward teaching as a profession, parents, the public, and teachers were asked if teaching would be a good profession for their child to pursue. Teachers were the most positive group in responding to this statement. Sixty-six percent agreed, with approximately 60% of the parents and the public also agreeing (See Graph 6-9).

According to almost 70% of the teachers, morale in their profession was good in their school, and 83% said teachers were enthusiastic about their work. Asked "If I had a chance to get a better job outside of education, I'd quit my teaching job," 62% of the teachers disagreed and would remain in education, while 33% agreed and would leave education for a better job. This reaction was similar to the one in the 1985 report when 70% of teachers said they would not quit for a better paying job (See Graph 6-9).

Graph 6-9

The Teaching Profession



ENROLLMENT TRENDS IN PUBLIC AND PRIVATE SCHOOLS

Trends in private school enrollment is another measure of public confidence in the public school system. The number of students in South Carolina private schools has remained relatively stable for the last five years. In 1985-86, public school enrollment rose while private school enrollment experienced a slight decrease.

Table 6-3

Year	Enrollment Private	Enrollment Public	Percent of Total Enrollment in Private Schools
1980-81	51,473	633,241	7.5
1981-82	51,184	626,001	7.6
1982-83	51,445	621,497	7.6
1983-84	51,219	617,701	7.6
1984-85	51,406	615,914	7.7
1985-86	50,150	619,369	7.5

Enrollment Trends in Public and Private Schools 1980-81 to 1985-86

BEST COPY AVAILABLE

CHAPTER 7

recommendations

TEACHER INCENTIVE PROGRAM

Section 59-21-810 (2) provides for the implementation of one statewide "program" in the Teacher Incentive Program. "Program" should not necessarily mean one "model," but the ultimate number of options included in the final program should depend on the pilot-test results. This change would allow for the diversity of the school districts and permit more local options in the administration of the program.

Recommendations

Section 59-21-810 (2) should be amended by adding,

> The State Board shall cause no more than three programs to be developed or selected in school districts in the school year 1984-85. Pilot testing of no more than these three programs shall occur in nine school districts, designated by the State Board of Education upon recommendations of the Select Committee, in school year 1985-86, and the State Board of Education in consultation with the Office of the Governor by regulation implement one program statewide beginning with the school year 1986-87. *The statewide program shall contain the model or models which prove successful during the pilot-testing.*

The following temporary proviso, similar to the one included in the 1986-87 Appropriation Act, needs to be a part of the 1987-88 Appropriation Act:

> Provided, Further, That funds appropriated under Section 30, Item X, (C) Teaching Profession, Allocation Education Improvement-Teacher Incentive Pay of the 1986-87 State Appropriation Act may be expended during FY 1987-88 to pay Teacher Incentive Awards earned during FY 1986-87. The maximum reward to an individual shall be no more than $3,000 in FY 1986-87 and in FY 1987-88.

PRINCIPAL INCENTIVE PROGRAM

In order to allow for diversity of school districts and permit greater local option in program administration, it is recommended that the law be amended to allow the program to include model or models.

Recommendations

Section 59-24-110 (1) should be amended by adding,

> The State Board of Education shall identify incentive criteria in school year 1984-85. The State Board shall cause no more than three programs to be developed or selected in nine school districts in school year 1985-86. Pilot testing of no more than these three programs must occur in nine school districts, designated by the State Board upon the recommendation of the select committee, in school year 1986-87 and by regulation implemented statewide beginning with school year 1987-88. *The statewide program shall contain the model or models which prove successful during the pilot-testing.*

The following proviso needs to be included in the 1987-88 Appropriation Act:

> Provided, Further, That funds appropriated under Section 30, Item X (D) Leadership, Management, and Efficiency, Allocation Education Improvement- Principal Incentive Pay of the 1986-87 State Appropriation Act may be expended during FY 1987-88 to pay Principal Incentive Awards earned during FY 1986-87.

appendices

APPENDIX A

District Performance on BSAP

In the Basic Skill Assessment Program (BSAP) for 1985-86, individual districts continued to show improvements in the percent of students scoring above the standards in reading and in mathematics. The table below demonstrates districts' performance over the last three years.

Further analysis of district scores indicated that during 1985-86, in one or more grades in reading: 74 districts increased the percent of students meeting the standard by 10 percentage points or more, 7 districts by 20 points or more, 1 district by more than 30 points, and one district had an increase of more than 40 points. Decreases in the percent meeting the standard were noted with 9 districts seeing a drop of 10 percentage points or more, and two districts experiencing at least a 20 point decrease.

In one or more grades in mathematics: 61 districts saw increases of 10 percentage points or more, 8 districts had 20 points or greater, 2 with 30 points or more, and one district had an increase of more than 40 points. Decreases were also seen with a drop of 10 points or more by 15 districts. Three districts saw a decrease in the percentage of their students meeting the standard by at least 20 percentage points.

BSAP Test Score Summary
Number of Districts with Percentage of Students
Meeting the Standard in Reading and in Math

Students Meeting Standard	Grade 1					
	Reading			Math		
	84	85	86	84	85	86
90-100%	2	11	9	4	13	14
80-89%	48	47	55	50	54	58
70-79%	30	28	22	30	22	20
60-69%	11	6	5	7	3	
50-59%	3		1	1		
40-49%						
30-39%						
20-29%						

Grade 2					
Reading			Math		
84	85	86	84	85	86
2	2	8	14	28	29
21	37	42	35	41	43
32	35	31	26	22	15
24	15	7	11	1	3
9	2	2	6	2	2
4	1	2			

Grade 3					
Reading			Math		
84	85	86	84	85	86
3	11	26	4	6	8
20	48	41	33	35	41
33	22	22	28	35	30
26	10	3	23	14	12
5	1		2	2	1
4			1		
			1		
1					

Students Meeting Standard	Grade 6					
	Reading			Math		
	84	85	86	84	85	86
90-100%						
80-89%	1	5	8	3	3	7
70-79%	21	19	38	10	14	19
60-69%	21	39	26	18	33	38
50-59%	28	15	13	19	19	19
40-49%	15	10	4	22	11	7
30-39%	2	3	3	12	10	4
20-29%	3	1		5	2	
10-19%	1			3		
1-9%						

Grade 8					
Reading			Math		
84	85	86	84	85	86
1	2	11	1	2	2
7	18	33	6	10	11
25	29	27	15	22	25
24	21	13	24	29	26
20	13	6	27	13	22
11	7	2	12	11	4
3	2		2	5	2
1			4		
			1		

APPENDIX B

Discussion of Standard Error of Measurement as Used in A Review of Student Performance on the BSAP

To examine how students were performing on BSAP tests beyond the concept of "meeting the standard," the study focused on the percentage of students scoring within a particular interval above or below the standard. This was done using the standard error of measurement (SEM).

The SEM is useful for describing how distant a student's scores on a test are from a particular location in a distribution. The SEM is the number of points on a scale that is used to construct a confidence interval around a test score. For example, an interval of plus and minus one SEM around a score gives a 68% confidence interval, i.e., there is a probability of .68 that the person's true scores falls in the interval. Similarly, plus and minus two SEMs around a score would give a probability of .95 that the person's true score falls in the interval. The formula for the standard error of measurement is the following:

$$s_e = s_x\sqrt{1 - r_{xx}}$$

where s_e = standard error of measurement
s_x = standard deviation of the test scores
r_{xx} = the reliability of the test

Since BSAP tests have nearly the same characteristics for each grade, from year to year, using the SEMs to establish intervals above and below a specific score, in this case the BSAP standard, is a useful way to describe groups of students. It makes sense to think of a group of students with a high percentage scoring two SEMs above the standard on a test as doing better than a comparable group with a low percentage. Conversely, a group of students with a small percentage scoring more than two SEMs below the standard is doing better than a comparable group with a large percentage scoring more than two SEMs below the standard.

APPENDIX C

Compensatory and Remedial Programs Evaluation Design and NCE Discussion

The evaluation of the Compensatory and Remedial Programs used a norm-referenced model which assumes a student's test performance relative to other students does not change in the absence of an intervention. The design assumed that changes in performance from pretest to posttest with respect to the norming group were due to some effect of the program. If a student's percentile score was higher at the end of the program, it was concluded that the program had a positive effect on achievement. In the interest of familiarity, percentiles were used in this report, but much evaluation work and presentation of results was based on Normal Curve Equivalents (NCEs) as explained below.

Grades Served
1985-86 Compensatory/Remedial Programs

Program	Grade(s) Served
Compensatory Readiness	1
Compensatory Reading	1-12
Compensatory Mathematics	1-12
Remedial Reading	7-12
Remedial Mathematics	7-12
Remedial Writing	6-12

Number of Students Served
1985-86 Compensatory /Remedial Programs

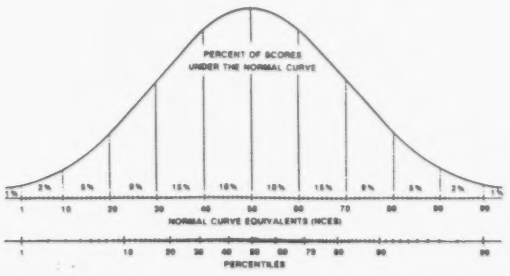
Category	Reading	Math	Writing	Total
Compensatory				
Grades 1-12				
Number Served	60,062	57,345	347	117,774
Number Tested*	49,271	50,719	231	100,221
Remedial				
Grades 7-12				
Number Served	54,347	54,816	17,646	126,809
Number Tested**	32,583	34,416	9,828	76,827

*Tested in grades 1-9 and 11 only.
**Tested in grades 7, 8, 9, and 11 only.

NORMAL CURVE EQUIVALENTS (NCEs)

In most discussions of educational achievement and improvement in achievement, reference is made to percentile ranks or "scores." The use of percentiles is familiar and the meaning of a percentile score is useful because it tells where an individual (or a group) stands with reference to a norm group. That is, if a high school senior gets a "91st percentile" score on the math portion of the SAT, we know that the obtained score is higher than that obtained by 91% of the norm group (a large group of similar test-takers). Percentiles are easily understood as an individual takes other tests and is compared to different norming groups. For example, a student may score at the 91st percentile in mathematics, but at the 78th percentile in English and the 47th percentile in social studies. The problem with percentiles is that they do not form an equal-interval scale and thus have different meanings at different points in the distribution. Because percentiles do not form an equal-interval scale, they cannot legitimately be aggregated or averaged, and different intervals in the range are not comparable.

Normal Curve Equivalents (NCEs) were developed to have some similarity to percentiles in order to aid in understandability and to form an equal-interval scale to allow mathematical manipulation. NCEs are similar to percentiles in that an NCE of 1 is at the bottom of the distribution, an NCE of 50 is at the midpoint of the distribution, and an NCE of 99 is at the top of the distribution. However, NCEs do form an equal-interval scale which allows them to be mathematically manipulated and allows gains across the range of achievement to be equated. The attached diagram and an example will help in understanding the relationship between NCEs and percentiles. It can be seen that an NCE score of 50 is the same as a percentile of 50. However,, moving from a percentile of 50 to one of 60 is clearly not the same as moving from an NCE of 50 to one of 60. This is because, in percentiles, moving from a 50 to a 60 is not the same as moving from an 80 to a 90, but in NCE scores, a move from 80 to 90 is the same amount of change as from 50 to 60.



APPENDIX D

Inservice Education Opinion Survey Methodology

In July 1986, surveys on inservice were mailed to 800 randomly selected South Carolina public school teachers seeking their opinions toward inservice education provided by their school and district. These teachers were selected from a list of 35,243 certified South Carolina teachers. Every 44th record was chosen for inclusion in the mailout. The list of records contained the name, address, and school in which the teacher was working during 1985-86.

For convenience, a self-addressed return envelope was provided with the survey. Of those selected, 260 teachers (32%) responded. The survey asked the teachers to indicate the grade(s) they taught during the 1985-86 school year. The respondents were distributed as follows:

3%	Kindergarten
30%	Grade 1-4
28%	Grade 5-8
22%	Grade 9-12
6%	Vocational
10%	Other (Special Ed., Speech, etc.)

In comparison, the state percentages for teacher classifications are: kindergarten, 3%, elementary, 35%, and secondary, 35%.

75

APPENDIX E

Administrators' Leadership Academy
1985-86 Programs and Locations

Program Title	Date	Location	Attendance
Orientation for New Superintendents (2 days)	July 1985	Columbia	7
Orientation for New Principals and Assistant Principals (2 days)	August 1985	Columbia	51
Managing Educational Change	September 1985	Columbia	92
Creating A Climate of High Expectations	October 1985	3 Areas	138
Teacher Evaluation	October 1985	4 Areas	257
Increasing Student Achievement	November - December 1985	3 Areas	175
Communication Skills (days)	November 1985 March 1986 June 1986	Hickory Knob Myrtle Beach Charleston	77
Time Management	November 1985	2 Areas	34
Preventive Law in Education (2 days)	January 1986	Columbia	95
Monitoring Student Progress	January 1986	4 Areas	96
Creating A Positive School Climate	February 1986	4 Areas	97
Planning For A Coordinated Curriculum	February 1986	3 Areas	108
Problem Solving and Decision Making	March 1986	3 Areas	60
Evaluating Remedial and Compensatory Education	March 1986	3 Areas	103
Staff Development	March 1986	Columbia	77
Instructional Supervision (2 sessions)	March 1986	Columbia	144
Personnel Management Functions (1½ days)	April 1986	Columbia	34
Leadership & Team Building (2 days)	April-May 1986	2 Areas	33
Communicating With The Public	May 1986	3 Areas	113
Total	**Programs** 19	**Locations** 45	**Attendance** 1,791

APPENDIX F

TUITION REIMBURSEMENT PROGRAM
Education Improvement Act of 1984
1984-85

Name of District	Number of Approved Requests	Amount of Reimbursement
Abbeville	28	$ 4,497
Aiken	69	10,689
Allendale	19	2,555
Anderson #1	28	4,802
Anderson #2	16	2,755
Anderson #3	11	1,846
Anderson #4	23	3,506
Anderson #5	34	5,632
Bamberg #1	22	3,642
Bamberg #2	3	528
Barnwell #19	7	1,045
Barnwell #29	2	300
Barnwell #45	20	3,297
Beaufort	93	12,967
Berkeley	180	32,640
Calhoun	27	4,860
Charleston	274	51,697
Cherokee	97	14,305
Chester	14	2,093
Chesterfield	47	7,466
Clarendon #1	10	1,659
Clarendon #2	13	2,319
Clarendon #3	18	2,876
Colleton	31	5,715
Darlington	101	16,593
Dillon #1	6	969
Dillon #2	29	4,611
Dillon #3	11	1,800
Dillon Area Voc. Center	3	510
Dorchester #1	6	1,080
Dorchester #2	101	19,015
Dorchester #3	5	930
Edgefield	23	3,900
Fairfield	60	9,187
Florence #1	83	13,368
Florence #2	23	3,666
Florence #3	28	4,091
Florence #4	8	1,277
Florence #5	8	1,227
Georgetown	68	8,717
Greenville	282	48,125
Greenwood #50	60	9,747
Greenwood #51	8	1,354
Greenwood #52	11	1,815
Hampton #1	11	1,737
Hampton #2	2	330
Horry	110	16,146
Jasper	11	1,815
Kershaw	60	$ 9,530
Lancaster	47	7,213
Laurens #55	22	3,578
Laurens #56	23	3,620
Lee	24	3,670
Lexington #1	38	5,947
Lexington #2	42	6,171
Lexington #3	19	2,500
Lexington #4	24	2,715
Lexington #5	69	10,179
McCormick	10	1,530
Marion #1	12	1,983
Marion #2	16	2,550
Marion #3	5	759
Marion #4	5	770
Marlboro	29	3,833
Newberry	68	11,004
Oconee	47	8,142
Orangeburg #1	15	2,355
Orangeburg #2	3	540
Orangeburg #3	20	3,406
Orangeburg #4	16	2,619
Orangeburg #5	31	5,123
Orangeburg #6	4	690
Orangeburg #7	18	2,775
Orangeburg #8	5	870
Pickens	91	15,865
Richland #1	201	30,910
Richland #2	84	11,642
Saluda	20	3,565
Spartanburg #1	35	6,091
Spartanburg #2	59	9,705
Spartanburg #3	22	3,795
Spartanburg #4	25	4,264
Spartanburg #5	21	3,613
Spartanburg #6	47	8,742
Spartanburg #7	113	19,218
Sumter #2	59	9,035
Sumter #17	48	7,324
Union	52	8,651
Williamsburg	43	7,289
York #1	23	3,612
York #2	21	3,312
York #3	53	8,214
York #4	24	3,792
Palmetto Unified	8	1,245
Felton Lab	7	1,260
John De La Howe	5	855
SC Deaf/Blind	13	1,913
SC Youth Services	7	1,144
Wil Lou Gray	6	980
TOTAL	**3,903**	**$ 635,809**

APPENDIX G

Attitudes and Opinion Surveys Methodology

During July of 1986, public school teachers, parents of public school students, and other citizens with no ties to the public schools were surveyed for the second year concerning the impact of the EIA on public education in South Carolina. During April 1986, public school students were surveyed for the first time.

Surveys of parents, teachers and the public were conducted by telephone with interviews lasting approximately 20 minutes. Students sampled were administered a written questionnaire by representatives of the contractors and under the supervision of the classroom teachers.

The parent, teacher, and public surveys were developed, administered, and analyzed by MGT of America, Inc., Tallahassee, Florida. The student survey was conducted by Metromark Market Research, Inc., Columbia.

PARENT AND TEACHER SAMPLING DESIGN

The parent and teacher surveys were based on a geographic random sample of school districts within South Carolina. A total of 13 school districts representing the Coastal, Midlands, Pee Dee, and Piedmont regions of the state were selected. Stratified cluster random sampling was employed to select 36 schools from within these 13 school districts. The schools were selected on the basis of their classification as elementary, middle, or high schools, as well as on a rural, urban, or mixed categorization.

Random samples of parents and teachers, approximately 15-25 individuals from each group, were selected from each of the 36 schools' records along with the addresses and telephone numbers of the potential respondents. A total of 692 teachers and 653 parents were surveyed by telephone.

PUBLIC SAMPLING DESIGN

Over 400 individuals, age 18 or older, were randomly selected and interviewed for the public survey. The respondents' telephone numbers were selected out of approximately 4000 numbers generated through random digit dialing. A larger sample was necessary to obtain a representative distribution of respondents by age, sex, and geography.

STUDENT SAMPLING DESIGN

A total of 439 students in 12 South Carolina public schools completed questionnaires for the student survey. The schools were randomly selected with regard to the regions in the state as well as urban/rural/mixed categories. From each region one or more groups of students from the fifth, eighth, and eleventh grades were surveyed.

SAMPLING ERROR

The survey designs, sampling methods, and sample sizes were determined to maintain a range of ± 5% sampling error at the 95% confidence level. This range indicates the extent to which findings may differ from results that would be obtained if all teachers, parents, students, and the public were interviewed. A larger sample size, in excess of 400 respondents, was utilized with the parent and teacher surveys, thus reducing the error rate associated with the cluster sampling method. Surveying over 384 individuals in the student and public survey also produced the desired confidence level.

APPENDIX H

Schools Receiving Incentive Rewards 1985

The State Board of Education approved the following schools as School Incentive Reward Recipients for 1985-86. All of these schools met the achievement gain over prior year criteria and many also met the criteria for improved teacher and student attendance. The rewards were computed on a per pupil amount. The following is a list of 310 schools named as award winners.

A. Schools with 70% or more of their pupil population performing above the state median, and which have a gain index of 0.1 or greater.

Concrete Primary	Anderson 1	$ 12,939
Wren Middle	Anderson 1	31,119
Concord Elem.	Anderson 5	15,500
Bethel Elem.	Greenville	17,903
Eastside High	Greenville	43,274
Pelham Road Elem.	Greenville	24,999
Harbison West Elem.	Lexington 5	25,489
Irmo High	Lexington 5	65,725
Irmo Middle C I	Lexington 5	33,714
D. W. Daniel High	Pickens	21,272
Morrison Elem.	Pickens	18,477
Spring Valley High	Richland 2	58,875

B. Schools with 60% to 69% of their pupil population performing above the state median, and which have a gain index of 0.8 or greater.

North Augusta Sr. Hi	Aiken	$ 30,525
Hilton Head High	Beaufort	19,453
G. R. Fishburne Elem.	Berkeley	18,846
Hanahan High	Berkeley	20,790
Stratford High	Berkeley	37,922
Drayton Hall Middle	Charleston	22,162
Middleton High	Charleston	30,552
Moultrie Middle	Charleston	17,877
Mt. Pleasant Academy	Charleston	8,210
Wando High	Charleston	39,102
R. H. Rollings Elem.	Dorchester 2	20,412
Summerville High	Dorchester 2	40,978
Summerville Inter.	Dorchester 2	47,432
Johnsonville High	Florence 5	11,581
Augusta Cirle Elem.	Greenville	15,382
J. L. Mann High	Greenville	30,106
Mauldin High	Greenville	38,168
Riverside High	Greenville	33,178
Socastee High	Horry	39,845
Camden Elem.	Kershaw	9,475
Gilbert High	Lexington 1	20,939
Lexington Elem.	Lexington 1	22,429
Lexington High	Lexington 1	49,806
Brookland-Cayce High	Lexington 2	45,803
Saluda River Elem	Lexington 2	13,077
Walhalla Elem.	Oconee	14,060
Bethel Elem.	Richland 2	5,563
L. B. Nelson Elem	Richland 2	18,935
Richland N.E. High	Richland 2	50,282
R. P. Dawkins Middle	Spartanburg 6	17,520
Roebuck Interm.	Spartanburg 6	8,510
West View Elem.	Spartanburg 6	12,506

Rawlinson Rd. Jr. High	York 3	$ 35,425
Fort Mill High	York 4	25,207

C. Schools with 50% to 59% of their pupil population performing above the state median, and which have a gain index of 0.9 or greater.

Hammond Hill Elem.	Aiken	$ 18,816
Laurens Street Elem.	Aiken	17,266
North Augusta Middle	Aiken	17,690
Schofield Middle	Aiken	32,164
Palmetto High	Anderson 1	20,842
Starr Elem.	Anderson 3	20,895
Starr-Iva Middle	Anderson 3	15,636
Calhoun Street Elem.	Anderson 5	23,297
T. L. Hanna High	Anderson 5	28,237
McCants Middle	Anderson 5	36,717
Goose Creek High	Berkeley	45,160
Alice Birney Middle	Charleston	32,066
Fort Johnson Middle	Charleston	16,896
James Island Middle	Charleston	34,851
Laing Middle	Charleston	15,000
St. Andrews Sr. High	Charleston	27,232
R. B. Stall High	Charleston	29,146
Central High	Chesterfield	15,460
Alston Junior High	Dorchester 2	41,352
Newington Elem.	Dorchester 2	39,616
Briggs Elem.	Florence 1	19,607
South Florence High	Florence 1	42,700
West Florence High	Florence 1	38,894
Johnsonville Elem.	Florence 5	14,608
Armstrong Elem.	Greenville	9,960
East Gantt Elem.	Greenville	10,158
Greeville High	Greenville	22,696
Greer High	Greenville	25,363
Hillcrest Senior High	Greenville	37,100
Plain Elementary	Greenville	22 973
Travelers Rest High	Greenville	31,900
Conway Primary	Horry	8,945
Conway Senior High	Horry	45,869
Myrtle Beach Elem.	Horry	19,714
M. Beach Sr. High	Horry	24,986
Camden Middle	Kershaw	29,959
Camden High	Kershaw	41,961
Cyril B. Busbee Middle	Lexington 2	18,577
R. H. Fulmer Middle	Lexington 2	22,529
Bates.-Leesv. Middle	Lexington 3	16,353
Swansea High	Lexington 4	14,992
J. N. Kellett Elem.	Oconee	12,898
Walhalla Senior High	Oconee	26,157
Gaillard Primary	Orangeburg 3	6,973
Easley Junior High	Pickens	32,880
Easley High	Pickens	30,290
Pickens Senior High	Pickens	25,772
Dreher High	Richland 1	40,998
Greenview Elem.	Richland 1	17,646
Seminole Road Elem.	Richland 1	22,090
Inman Elem.	Spartanburg 1	20,056
Boiling Springs High	Spartanburg 2	31,095
Dorman High	Spartanburg 6	74,036
P. Glenn Springs Elem.	Spartanburg 6	6,852
Spartanburg Sr. High	Spartanburg 7	62,225
Castle Heights Jr. High	York 3	26,942
Northwestern High	York 3	37,682
Fort Mill Elem.	York 4	19,094

D. Schools with 40% to 49% of their pupil population performing above the state median, and which have a gain index of 1.0 or greater.

Aiken Elem.	Aiken	$ 12,803
Aiken High	Aiken	31,308
Midland Valley High	Aiken	38,429
Millbrook Elem.	Aiken	14,054
Belton-Honea Path High	Anderson 2	33,841
Crescent High	Anderson 3	20,903
Pendleton High	Anderson 4	21,912
Riverside Middle	Anderson 4	11,713
New Prospect Elem.	Anderson 5	18,607
Bamberg Elem.	Bamberg 1	17,319
Kelly Edwards Elem.	Barnwell 29	16,072
Barnwell High	Barnwell 45	20,469
Hilton Head Elem.	Beaufort	25,954
Mossy Oaks Elem.	Beaufort	21,744
Menriv Park Elem.	Berkeley	24,231
R. A. Ready Inter.	Berkeley	17,537
Westview Elem.	Berkeley	22,802
Westview Middle	Berkeley	22,842
Guinyard Elem.	Calhoun	14,524
Angel Oak Elem.	Charleston	21,539
Garrett High	Charleston	23,619
Morningside Middle	Charleston	17,488
Gaffney Senior High	Cherokee	37,100
Goucher Elem.	Cherokee	3,867
Cheraw High	Chesterfield	26,476
Chesterfield Elem.	Chesterfield	13,404
Long Junior High	Chesterfield	15,426
Alcolu Elem.	Clarendon 2	14,680
East Elem.	Dillon 2	18,875
Latta Primary	Dillon 3	15,103
Flowertown Elem.	Dorchester 2	33,482
Summerville Elem.	Dorchester 2	27,557
Delmae Heights Elem.	Florence 1	14,483
J. B. Beck Middle	Georgetown	24,526
Greenwood Sr. High	Greenwood 50	50,008
West Hodges Inter.	Greenwood 50	3,144
Ware Shoals Elem.	Greenwood 51	9,365
Ware Shoals Primary	Greenwood 51	10,943
Ninety Six Elem.	Greenwood 52	19,342
Aynor High	Horry	19,098
Conway Middle	Horry	21,451
Loris High	Horry	28,178
N. M. Beach High	Horry	20,594
N. M. Beach Primary	Horry	17,674
Lancaster Sr. High	Lancaster	33,852
Laurens Dist. 55 High	Laurens 55	51,021
Laurens Jr. High	Laurens 55	16,713
H. A. Wood Elem.	Lexington 2	17,408
Bates-Leesv. High	Lexington 3	21,785
Marion High	Marion 1	25,976
Newberry High	Newberry	25,506
Gignilliat Park Elem.	Oconee	11,573
Northside Elem.	Oconee	11,093
Ravenel Elem.	Oconee	13,720
Seneca Jr. High	Oconee	19,234
Tamassee-Salem High	Oconee	11,021
Utica Elem.	Oconee	6,499
West-Oak Senior High	Oconee	26,644
Westminister Elem.	Oconee	15,497
Edisto Primary	Orangeburg 4	12,097

Lower Richland High	Richland 1	$ 37,315
Forest Lake Elem.	Richland 2	17,792
Saluda High	Saluda	20,765
Chapman High	Spartanburg 1	26,151
Carlisle Elem.	Spartanburg 2	8,135
Chesnee High	Spartanburg 2	22,570
Broome High	Spartanburg 3	22,377
J. F. Byrnes High	Spartanburg 5	34,393
Duncan Elem.	Spartanburg 5	17,606
Blackstock Elem.	Spartanburg 6	12,235
Alice Drive Elem.	Sumter 17	24,364
Alice Drive Middle	Sumter 17	36,786
Sumter High	Sumter 17	81,180
Foster Park Elem.	Union	36,045
Sims Jr. High	Union	23,797
Union High	Union	37,802
Hemingway Prim.	Williamsburg	10,467
Bethany Elem.	York 2	4,248
Clover High	York 2	26,995
Clover Jr. High	York 2	14,055
W. C. Sullivan Jr. High	York 3	31,600
Fort Mill Primary	York 4	16,827

E. Schools with 30% to 39% of their pupil population performing above the state median, and which have a gain index of 1.1 or greater.

John C. Calhoun Elem.	Abbeville	$ 14,158
Wright Middle	Abbeville	15,335
Allendale Primary	Allendale	10,522
Bam-Ehrhardt High	Bamberg 1	14,343
Richard Carroll Jr. High	Bamberg 1	11,717
Denmark-Olar Elem.	Bamberg 2	22,655
Blackville Middle	Barnwell 19	13,799
Beaufort High	Beaufort	23,465
Berkeley Middle	Berkeley	33,996
B. Wilson/N. Chas.	Charleston	31,860
Brentwood Middle	Charleston	22,971
Murray-Lasaine Elem.	Charleston	16,448
Norman C. Toole Mid.	Charleston	20,372
Remount Road Elem.	Charleston	13,783
James Simons Elem.	Charleston	23,365
Blacksburg Elem. 2	Cherokee	11,592
Blacksburg High	Cherokee	18,648
Chester Jr. High	Chester	17,680
Southside Elem.	Chester	18,246
Cheraw Elem.	Chesterfield	11,725
Manning Middle	Clarendon 2	23,542
Manning Primary Elem.	Clarendon 2	30,111
Brunson Dargan Jr. High	Darlington	17,627
Dillon High	Dillon 2	27,599
Strom Thurmond High	Edgefield	29,810
Dewey Carter Elem.	Florence 1	24,639
Williams Middle	Florence 1	22,730
Wilson High	Florence 1	37,843
Hannah-Pamplico High	Florence 2	12,156
Lake City Jr. High	Florence 3	13,687
Lake City Primary	Florence 3	19,663
Lake City 1 Elem.	Florence 3	11,985
Andrews Primary	Georgetown	24,450
McDonald Road Elem.	Georgetown	21,497
Carolina High	Greenville	29,041
Brewer Inter	Greenwood 50	20,941
East End Inter.	Greenwood 50	16,778

Merrywood Primary	Greenwood 50	$ 16,720
Ninety Six High	Greenwood 52	16,161
Brooklyn Springs Elem.	Lancaster	12,716
Clinton Elem.	Lancaster	11,899
South Junior High	Lancaster	25,522
Clinton Elem.	Laurens 56	23,717
Easterling Elem.	Marion 1	21,389
Mullins High	Marion 2	21,909
Nichols Elem.	Marion 2	3,406
Boundary Street Elem.	Newberry	13,592
Gallman Elem.	Newberry	12,856
Holly Hill Primary	Orangeburg 3	12,910
Carver-Edisto Middle	Orangeburg 4	16,707
Marshall Elem.	Orangeburg 5	16,432
Branchville Elem.	Orangeburg 8	9,034
Caughman Road Middle	Richland 1	25,608
Ebenezer Jr. High	Sumter 2	22,255
High Hills Middle	Sumter 2	24,551
Hillcrest High	Sumter 2	32,117
Jonesville High	Union	14,775
Monarch Elem.	Union	15,483
Hemingway High	Williamsburg	19,486
McCelvey Elem.	York 1	17,534
York Comp. High	York 1	26,203
Kinard Elem.	York 2	17,810

F. Schools with less than 30% of their pupil population performing above the state median, and which have a gain index of 1.2 or greater.

McDuffie High	Anderson 5	$ 17,866
Williston-Elko High	Barnwell 29	8,426
St. Helena Elem.	Beaufort	13,080
Henry E. Bonner Elem.	Berkeley	15,777
Macedonia High	Berkeley	13,209
Baptist Hill High	Charleston	17,737
C. C. Blaney Elem.	Charleston	8,103
Burke High	Charleston	41,144
Courtenay Middle	Charleston	10,960
Haut Gap Middle	Charleston	12,295
Lincoln High	Charleston	9,878
St. Johns High	Charleston	14,916
Chester Senior High	Charleston	34,471
College Steet Elem.	Chester	18,749
D. Jones/Gayle Elem.	Chester	22,300
Great Falls Elem.	Chester	16,335
St. Paul Primary	Clarendon 1	9,071
Manning High	Clarendon 2	27,609
Jonesville Elem.	Colleton	6,092
Ruffin High	Colleton	8,275
Lamar Elem.	Darlington	18,958
Sonovista Elem.	Darlington	7,513
Washington St. Elem.	Darlington	15,555
Stewart Heights Prim.	Dillon 2	11,601
St. George Elem.	Dorchester 1	13,979
Gordon Elem.	Fairfield	21,819
Pamplico Elem.	Florence 2	12,330
Lake City High	Florence 3	32,286
Brockington Elem.	Florence 4	12,115
Johnson Middle	Florence 4	10,344
Timmonsville Elem.	Florence 4	7,000
Timmonsville High	Florence 4	11,460
Andrews High	Georgetown	19,615
Georgetown High	Georgetown	38,047

North Hodges Primary	Greenwood 50	$ 3,740
Estill Elem.	Hampton 2	19,231
Hardeeville Elem.	Jasper	12,613
Jasper Middle	Jasper	18,520
Midway Elem.	Kershaw	7,428
Dobson Elem.	Lancaster	9,681
Kershaw Elem. 1	Lancaster	6,890
Fleming Middle	Lee	11,088
North Mullins Prim.	Marion 2	21,358
Rains-Centenary Elem.	Marion 3	4,277
Bennettsville Primary	Marlboro	17,170
Prosperity Elem.	Newberry	7,732
Speers Street Elem.	Newberry	4,903
Springfield Elem.	Orangeburg 1	11,543
Bowman High	Orangeburg 2	12,377
Holly Hill-Roberts H.	Orangeburg 3	26,814
Oburg.-Wilkinson High	Orangeburg 5	58,225
Elloree High	Orangeburg 7	7,299
C. A. Johnson High	Richland 1	22,697
Furman High	Sumter 2	14,015
Manchester Elem.	Sumter 2	33,115
Mayewood High	Sumter 2	18,717
Blake.-Wburg. Elem.	Williamsburg	13,434
C. E. Murray High	Williamsburg	15,166
Cades-Hebron Elem.	Williamsburg	11,996
Greeleyville Elem.	Williamsburg	16,870
Kingstree Sr. High	Williamsburg	24,033
Kingstree Jr. High	Williamsburg	13,827

APPENDIX I

Competitive Teacher Grants 1985-86

Type	Grade(s)	Amount[a]
Art		
Greenville	9-12	$ 2,000
Richland 2	5	1,955
York 3	7-8	1,981
York 4	1-2	1,160
Basic Skills		
Math		
Aiken *	9-12	2,000
Anderson 1	7-8	1,971
Charleston	2	2,000
Florence 1	9	1,626
Horry	K-2	1,441
Reading		
Aiken	1	1,983
Aiken	3	1,983
Aiken	4	2,000
Aiken	2	1,999
Aiken	K	1,944
Charleston *	5	1,888
Charleston	1	2,000
Chesterfield	K-6	900
Chester	3	1,922
Florence 3 *	2	2,000
Greenville	K-1	1,840
Lexington 1	9-12	551
Lexington 2	5	817
Lexington 5	3-6	2,000
Lexington 2	8	1,723
Pickens	4	2,000
Richland 2	1	706
Department of Youth Services	6-9	1,352
Sumter 2	6-7	1,935
Writing		
Greenville *	4	2,000
Lancaster	5	1,690
Pickens	10-12	1,939
Career Ed/Guidance		
Beaufort	10-12	1,286
Charleston	K-5	1,975
Greenville	6-8	2,000
Horry	K-2	1,812
Spartanburg 7	10	1,496
York 3	7-9	501
Compensatory Programs		
Dorchester 2	3-5	1,000
Florence 4	2	954
Marion 3	1-3	2,000
Richland 2	4-6	2,000
Richland 2	N/A	1,659
York 3	1-6	2,000

Type	Grade(s)	Amount[a]
Critical Thinking		
Lancaster	9-12	$ 1,926
Foreign Language		
Kershaw	9-12	1,494
Spartanburg 7	10-11	1,838
Gifted and Talented		
Lexington 1	11	1,989
Pickens	2-4	1,556
Richland 2	2-3	2,000
Spartanburg 7 (S.C. School of Deaf/Blind)	3	2,000
Health		
Spartanburg 7	4	2,000
Language Arts		
Anderson 1	8	1,736
Beaufort	PRE-6	2,000
Beaufort	K-1	985
Charleston	4-5	2,000
Charleston	1-5	1,973
Florence 3	1	1,770
Greenville	5	1,873
Greenville	4	2,000
Greenwood 52	5	1,366
Greenwood 52	6-8	1,951
Hampton	7-8	1,650
Lancaster	7	1,995
Lancaster	11	2,000
Orangeburg 5	4	1,688
Pickens	1	395
Pickens *	2	1,851
Richland 1 *	2	2,000
Richland 2	4	2,000
Richland 2	K	1,864
Department of Youth Services *	9-12	2,000
Spartanburg 1	3	1,428
Spartanburg 4	9-12	1,220
York 3	1	1,784
York 3	2	1,279
Library		
Spartanburg 7	10-12	2,000
Music		
Anderson 4	1-4	1,998
Greenville	1-5	1,997
Lexington 2	K-5	1,834
Richland 2	K-5	2,000
Parent Education		
Charleston	K	2,000
Greenville	1	1,707
Spartanburg 1	K	1,946

Type		Grade(s)	Amount[a]
Physical Education			
Aiken		UG	$ 1,991
Practical Nursing			
Oconee		12	2,000
Readiness			
Greenville	*	K	1,431
Spartanburg 7		1	1,256
Science			
Charleston		2	1,980
Cherokee	*	6	2,000
Greenville	*	10	1,980
Greenville		12	1,810
Greenville		3	1,497
Greenville		7	2,000
Laurens 55		5-6	1,995
Pickens		K-6	1,584
Richland 2		1	722
Spartanburg 3		K	1,948
Spartanburg 3		12	1,900
Sumter 17		10-12	2,000
York 3		10	692
Social Studies			
Charleston		11-12	$ 2,000
Florence 1		6	689
Greenville		8	504
Richland 2		9-12	1,813
Spartanburg 7		11-12	1,980
Special Education			
Anderson 5		7-8	1,990
Georgetown		TMH-11	2,000
Horry		8-10	996
Lexington 5		10-12	1,965
Pickens		7-9	1,869
Richland 2		EH	2,000
York 1		3-5	1,548
Student Activities			
York 3		10-12	845
All Subject Areas			
Greenwood 52		4-5	1,958
Greenwood 52		9	1,032
Test Prep/College Prep			
Lexington 1		10-12	1,994
TOTAL EIA TEACHER GRANTS			**$195,704**

*Indicates programs are computer assisted.
[a]All dollar amounts are rounded to the nearest dollar.

APPENDIX J

Competitive School Grants 1985-86

Type		Grade(s)	Amount[a]
Basic Skills			
Colleton		4-5	$ 4,950
Colleton		K-6	4,950
Darlington		K-6	5,000
Darlington		K-6	5,000
Classroom Management			
Greenville		K-12	3,519
Computer Literacy			
Greenville	*	8	5,000
Disciplinary Problem Solving			
Florence		K-4	5,000
Greenwood		9	4,539
Richland 2		K-5	4,861
Language Arts			
Barnwell 29	*	K-12	5,000
Greenville	*	4	4,890
Newberry		6-8	4,977
Spartanburg 1		K-6	5,000
Depart. of Youth Services	*	9-12	3,930
Math			
Aiken	*	8	4,505
Aiken	*	6-8	4,322
Barnwell 19		1-3	5,000
Berkeley	*	9	4,954
Greenville		8	1,624
Hampton 1	*	6-8	5,000
Lexington 3	*	6	4,851
Spartanburg 7		2-6	3,697
Sumter 2		K-6	4,295
Union		7-8	2,029
Parental Education			
Sumter 17		K	3,290
Physical Education			
Charleston		9-12	5,000
Florence		6-8	$ 3,761
Readiness			
Laurens 55		K-1	2,777
Marion 3		K-1	3,960
Orangeburg 4		K	2,710
Reading			
Aiken	*	6-8	4,999
Anderson 4		K-4	4,850
Darlington	*		4,507
Lexington 2		1-5	5,000
Lexington 5		7-8	4,965
Richland 1		K-5	4,857
Sumter 2		P-6	5,000
Science			
Chester		7-8	4,970
Florence		9	5,000
Greenville		K-6	4,193
Richland 1		K-5	3,348
Richland 2		CD-K-3	4,984
Spantanburg 7		10-12	3,143
Voc Ed./Spec Ed			
Aiken		6-8	4,676
Anderson		9-12	5,000
Darlington		9-12	4,978
Darlington		9-12	4,891
Darlington		(EH) 9-12	5,000
Darlington		(TMH) 7-8	5,000
Orangeburg 5		(EMH) 5-8	4,805
Saluda		9-12	4,870
Writing			
Colleton		4-5	5,000
Charleston	*	3-5	4,964
Orangeburg 5	*	K-4	5,000
Orangeburg 5	*	4	5,000
TOTAL EIA SCHOOL GRANTS			**$247,391**

*Indicates programs are computer assisted.
[a]All dollar amounts are rounded to nearest dollar.

APPENDIX K

Education Improvement Act School Building Program
As of October 8, 1986

1984-85, 1985-86, and 1986-87

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
85	ABBEVILLE	379,506.00	379,506.00	0.00	379,506.00	0.00	YES-CLASSROOM NEEDS		
86	ABBEVILLE	213,406.98	145,158.76	0.00	145,158.76	68,248.22	YES-CLASSROOM NEEDS		
87	ABBEVILLE	125,040.00	0.00	0.00	0.00	125,040.00		00.5	12.3
85	AIKEN	1,988,441.00	994,220.00	994,221.00	1,988,441.00	0.00			
86	AIKEN	1,270,466.00	1,270,466.00	0.00	1,270,466.00	0.00	YES-CLASSROOM NEEDS		
87	AIKEN	559,119.63	0.00	0.00	0.00	559,119.63	YES-CLASSROOM NEEDS		
85	ALLENDALE	219,568.00	219,568.00	0.00	219,568.00	0.00	NO-DEBT NOT INCR 79-84		
86	ALLENDALE	140,116.00	140,116.00	0.00	140,116.00	0.00	NO-DEBT NOT INCR 80-85		
87	ALLENDALE	60,667.33	0.00	0.00	0.00	60,667.33			
85	ANDERSON 1	526,451.00	526,451.00	0.00	526,451.00	0.00	YES-FAVORABLE INTEREST		
86	ANDERSON 1	296,779.85	296,779.85	0.00	296,779.85	0.00	YES-CLASSROOM NEEDS		
87	ANDERSON 1	176,985.00	176,985.00	0.00	176,985.00	0.00	YES-CLASSROOM NEEDS		
85	ANDERSON 2	337,864.00	0.00	337,864.00	337,864.00	0.00		08.0	
86	ANDERSON 2	188,726.65	0.00	7,656.00	7,656.00	181,070.65			08.0
87	ANDERSON 2	112,284.00	0.00	0.00	0.00	112,284.00			
85	ANDERSON 3	228,502.00	228,502.00	0.00	228,502.00	0.00	NO-DEBT OF 79-84 PAID		
86	ANDERSON 3	144,106.00	72,053.00	72,053.00	144,106.00	0.00			04.5
87	ANDERSON 3	61,963.81	30,981.81	30,982.00	61,963.81	0.00		01.7	
85	ANDERSON 4	232,632.00	116,316.00	116,316.00	232,632.00	0.00		03.5	
86	ANDERSON 4	147,449.00	73,724.00	73,725.00	147,449.00	0.00		01.5	
87	ANDERSON 4	61,574.82	30,787.00	0.00	30,787.00	30,787.82			
85	ANDERSON 5	1,037,333.00	1,031,863.47	0.00	1,031,863.47	5,469.53	NO-DEBT NOT INCR 79-84		
86	ANDERSON 5	585,189.62	0.00	0.00	0.00	585,189.62			
87	ANDERSON 5	346,025.00	0.00	0.00	0.00	346,025.00			
85	BAMBERG 1	183,596.00	183,596.00	0.00	183,596.00	0.00	NO-DEBT NOT INCR 79-84		
86	BAMBERG 1	113,741.00	113,741.00	0.00	113,741.00	0.00	NO-DEBT NOT INCR 80-85		
87	BAMBERG 1	49,086.01	0.00	0.00	0.00	49,086.01			
85	BAMBERG 2	151,964.00	151,964.00	0.00	151,964.00	0.00	NO-DEBT NOT INCR 79-84		
86	BAMBERG 2	84,575.91	81,703.02	0.00	81,703.02	2,872.89	NO-DEBT NOT INCR 80-85		
87	BAMBERG 2	50,711.00	0.00	0.00	0.00	50,711.00			
85	BARNWELL 19	112,571.00	112,571.00	0.00	112,571.00	0.00	NO-DEBT NOT INCR 79-84		
86	BARNWELL 19	69,450.00	69,450.00	0.00	69,450.00	0.00	NO-DEBT NOT INCR 80-85		
87	BARNWELL 19	29,547.91	0.00	0.00	0.00	29,547.91			
85	BARNWELL 29	94,879.00	62,613.21	32,265.79	94,879.00	0.00	NO-DEBT OF 79-84 PAID		
86	BARNWELL 29	55,629.78	55,629.78	0.00	55,629.78	0.00	NO-DEBT NOT INCR 80-85		
87	BARNWELL 29	33,208.00	25,738.01	0.00	25,738.01	7,469.99	NO-DEBT NOT INCR 81-86		
85	BARNWELL 45	217,880.00	217,880.00	0.00	217,880.00	0.00	NO-DEBT NOT INCR 79-84		
86	BARNWELL 45	135,820.35	135,820.35	0.00	135,820.35	0.00	NO-DEBT NOT INCR 80-85		
87	BARNWELL 45	64,840.00	31,000.00	0.00	31,000.00	33,840.00			
85	BEAUFORT	900,564.00	605,564.00	295,000.00	900,564.00	0.00	YES-CLASSROOM NEEDS		
86	BEAUFORT	527,962.16	463,515.00	0.00	463,515.00	64,447.16	NO-DEBT OF 80-85 PAID	01.1	
87	BEAUFORT	330,429.00	0.00	0.00	0.00	330,429.00			
85	BERKELEY	2,174,166.00	851,291.00	1,322,875.00	2,174,166.00	0.00		06.0	
86	BERKELEY	1,253,859.74	266,834.00	987,025.74	1,253,859.74	0.00			04.5
87	BERKELEY	767,318.00	0.00	469,224.26	469,224.26	298,093.74			03.8
85	CALHOUN	188,932.00	94,466.00	94,466.00	188,932.00	0.00		03.0	
86	CALHOUN	116,168.00	58,084.00	58,084.00	116,168.00	0.00			01.8
87	CALHOUN	50,442.37	0.00	0.00	0.00	50,442.37			
85	CHARLESTON	3,821,555.00	1,733,670.09	2,087,884.91	3,821,555.00	0.00		04.9	
86	CHARLESTON	2,156,766.90	43,693.00	1,024,957.09	1,068,650.09	1,088,116.81		02.5	
87	CHARLESTON	1,302,013.00	0.00	0.00	0.00	1,302,013.00			
85	CHEROKEE	822,546.00	822,546.00	0.00	822,546.00	0.00	YES-CLASSROOM NEEDS		
86	CHEROKEE	521,214.00	521,214.00	0.00	521,214.00	0.00	YES-CLASSROOM NEEDS		
87	CHEROKEE	222,670.83	222,670.83	0.00	222,670.83	0.00	YES-CLASSROOM NEEDS		
85	CHESTER	622,895.00	95,840.00	527,055.00	622,895.00	0.00	NO-DEBT NOT INCR 79-84		
86	CHESTER	357,969.89	0.00	357,969.89	357,969.89	0.00			09.2
87	CHESTER	214,295.00	0.00	0.00	0.00	214,295.00			
85	CHESTERFIELD	751,125.00	577,573.76	173,551.24	751,125.00	0.00	NO-DEBT OF 79-84 PAID	12.0	
86	CHESTERFIELD	465,727.68	301,098.68	164,629.00	465,727.68	0.00	NO-DEBT OF 80-85 PAID	04.2	
87	CHESTERFIELD	203,854.10	0.00	101,927.05	101,927.05	101,927.05			02.0
85	CLARENDON 1	139,703.00	139,703.00	0.00	139,703.00	0.00	NO-DEBT NOT INCR 79-84		
86	CLARENDON 1	74,184.62	55,060.00	0.00	55,060.01	19,124.61	NO-DEBT NOT INCR 80-85		
87	CLARENDON 1	43,524.00	0.00	0.00	0.00	43,524.00			
85	CLARENDON 2	290,956.00	145,478.00	145,478.00	290,956.00	0.00		12.0	
86	CLARENDON 2	190,601.00	0.00	190,601.00	190,601.00	0.00		12.0	
87	CLARENDON 2	83,509.91	0.00	0.00	0.00	83,509.91			
85	CLARENDON 3	112,868.00	60,068.00	52,800.00	112,868.00	0.00	NO-DEBT OF 79-84 PAID	17.0	
86	CLARENDON 3	67,971.23	22,321.70	45,649.53	67,971.23	0.00	NO-DEBT NOT INCR 80-85		13.0
87	CLARENDON 3	40,306.00	0.00	40,306.00	40,306.00	0.00			13.0
85	COLLETON	596,454.00	298,227.00	298,227.00	596,454.00	0.00		06.5	

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
86	COLLETON	341,691.84	149,964.49	190,441.00	340,405.49	1,286.35			03.8
87	COLLETON	204,902.00	0.00	0.00	0.00	204,902.00			
85	DARLINGTON	1,215,395.00	371,000.00	844,395.00	1,215,395.00	0.00		06.0	
86	DARLINGTON	683,445.49	529,395.00	154,050.49	683,445.49	0.00			04.0
87	DARLINGTON	406,072.00	0.00	193,203.51	193,203.51	212,868.49		02.0	
85	DILLION 1	98,251.00	48,105.00	0.00	48,105.00	50,146.00	YES-CLASSROOM NEEDS		
86	DILLION 1	55,633.35	0.00	0.00	0.00	55,633.35	YES-CLASSROOM NEEDS		
87	DILLION 1	33,495.00	0.00	0.00	0.00	33,495.00			
85	DILLION 2	434,535.00	434,535.00	0.00	434,535.00	0.00	YES-CLASSROOM NEEDS		
86	DILLION 2	243,898.83	135,936.00	0.00	135,936.00	107,962.83	YES-CLASSROOM NEEDS		
87	DILLION 2	144,785.00	0.00	0.00	0.00	144,785.00			
85	DILLION 3	159,635.00	79,443.01	80,191.99	159,635.00	0.00			
86	DILLION 3	89,853.60	49,761.68	40,091.92	89,853.60	0.00	NO-DEBT NOT INCR 80-85		
87	DILLION 3	52,562.00	0.00	35,796.30	35,796.30	16,765.70	NO-DEBT NOT INCR 81-86		
85	DORCHESTER 1	142,409.00	132,040.00	0.00	132,040.00	10,369.00	NO-DEBT NOT INCR 79-84		
86	DORCHESTER 1	83,000.50	0.00	0.00	0.00	83,00.50	NO-DEBT NOT INCR 80-85		
87	DORCHESTER 1	48,451.00	0.00	0.00	0.00	48,451.00			
85	DORCHESTER 2	994,760.00	994,760.00	0.00	994,760.00	0.00	NO-DEBT NOT INCR 79-84		
86	DORCHESTER 2	583,099.39	583,099.39	0.00	583,099.39	0.00	NO-DEBT NOT INCR 80-85		
87	DORCHESTER 2	362,482.00	362,482.00	0.00	362,482.00	0.00	YES-CLASSROOM NEEDS		
85	DORCHESTER 3	103,181.00	82,170.50	21,010.50	103,181.00	0.00	NO-DEBT NOT INCR 79-84		
86	DORCHESTER 3	54,868.08	0.00	54,868.08	54,868.08	0.00		03.8	
87	DORCHESTER 3	32,256.00	0.00	0.00	0.00	32,256.00			
85	EDGEFIELD	322,005.00	321,775.88	229.12	322,005.00	0.00	NO-DEBT NOT INCR 79-84		
86	EDGEFIELD	210,294.00	210,294.00	0.00	210,294.00	0.00	NO-DEBT NOT INCR 80-85		
87	EDGEFIELD	93,055.62	0.00	93,055.62	93,055.62	0.00			05.3
85	FAIRFIELD	396,455.00	198,227.50	198,227.50	396,455.00	0.00			02.4
86	FAIRFIELD	230,657.51	125,266.27	0.00	125,266.27	105,391.24	YES-CLASSROOM NEEDS		
87	FAIRFIELD	135,825.00	0.00	0.00	0.00	135,825.00			
85	FLORENCE 1	1,323,342.00	661,671.00	661,671.00	1,323,342.00	0.00		06.5	
86	FLORENCE 1	744,677.71	474,944.81	0.00	474,944.81	269,732.90	YES-CLASSROOM NEEDS		
87	FLORENCE 1	445,870.00	0.00	0.00	0.00	445,870.00	YES-CLASSROOM NEEDS		
85	FLORENCE 2	128,829.00	128,829.00	0.00	128,829.00	0.00	YES-FAVORABLE INTEREST		
86	FLORENCE 2	73,546.81	73,546.81	0.00	73,546.81	0.00	YES-CLASSROOM NEEDS		
87	FLORENCE 2	43,429.00	43,429.00	0.00	43,429.00	0.00	YES-CLASSROOM NEEDS		
85	FLORENCE 3	403,487.00	398,430.53	5,056.47	403,487.00	0.00	YES-CLASSROOM NEEDS		
86	FLORENCE 3	230,957.15	152,180.07	59,943.53	212,123.60	18,833.55	YES-CLASSROOM NEEDS		
87	FLORENCE 3	141,940.00	0.00	0.00	0.00	141,940.00	YES-CLASSROOM NEEDS		
85	FLORENCE 4	128,804.00	128,804.00	0.00	128,804.00	0.00	YES-CLASSROOM NEEDS		
86	FLORENCE 4	74,059.06	74,059.06	0.00	74,059.06	0.00	YES-CLASSROOM NEEDS		
87	FLORENCE 4	44,438.00	5,000.00	0.00	5,000.00	39,438.00	YES-CLASSROOM NEEDS		
85	FLORENCE 5	121,340.00	121,340.00	0.00	121,340.00	0.00	YES-CLASSROOM NEEDS		
86	FLORENCE 5	77,990.00	77,990.00	0.00	77,990.00	0.00	YES-CLASSROOM NEEDS		
87	FLORENCE 5	34,988.57	0.00	0.00	0.00	34,988.57			
85	GEORGETOWN	925,024.00	400,000.00	525,024.00	925,024.00	0.00		04.0	
86	GEORGETOWN	521,980.25	290,924.00	231,056.25	521,980.25	0.00		02.0	
87	GEORGETOWN	315,357.00	115,500.00	157,355.75	272,855.75	42,501.25		01.0	
85	GREENVILLE	4,724,343.00	2,362,172.00	2,362,171.00	4,724,343.00	0.00		01.5	
86	GREENVILLE	2,956,974.00	1,478,486.50	1,478,487.50	2,956,974.00	0.00		03.0	
87	GREENVILLE	1,277,524.19	0.00	0.00	0.00	1,277,524.19			
85	GREENWOOD 50	824,381.00	295,000.00	529,381.00	824,381.00	0.00		09.0	
86	GREENWOOD 50	463,132.52	322,198.02	140,934.50	463,132.52	0.00		03.5	
87	GREENWOOD 50	273,717.00	101,924.98	136,859.00	238,783.98	34,933.02		01.7	
85	GREENWOOD 51	111,222.00	78,197.30	33,024.70	111,222.00	0.00	NO-DEBT NOT INCR 79-84		
86	GREENWOOD 51	62,558.12	62,558.12	0.00	62,558.12	0.00	NO-DEBT NOT INCR 80-85		
87	GREENWOOD 51	37,857.00	9,272.87	0.00	9,272.87	28,584.13			
85	GREENWOOD 52	140,344.00	70,172.00	70,172.00	140,344.00	0.00		05.0	
86	GREENWOOD 52	77,106.00	20,961.38	56,145.14	77,106.52	0.00		03.0	
87	GREENWOOD 52	44,914.00	0.00	9,286.86	9,286.86	35,627.14		01.5	
85	HAMPTON 1	243,239.00	0.00	243,239.00	243,239.00	0.00			
86	HAMPTON 1	140,571.60	0.00	140,571.60	140,571.60	0.00		09.9	
87	HAMPTON 1	86,001.00	0.00	0.00	0.00	86,001.00			
85	HAMPTON 2	137,133.00	68,566.50	68,566.50	137,133.00	0.00		12.0	
86	HAMPTON 2	78,250.37	78,250.37	0.00	78,250.37	0.00	YES-CLASSROOM NEEDS		
87	HAMPTON 2	46,959.00	0.00	0.00	0.00	46,959.00			
85	HORRY	1,949,497.00	974,748.50	974,748.50	1,949,497.00	0.00		04.0	
86	HORRY	1,281,174.00	1,281,174.00	0.00	1,281,174.00	0.00	YES-CLASSROOM NEEDS		
87	HORRY	568,193.81	0.00	0.00	0.00	568,193.81	YES-CLASSROOM NEEDS		
85	JASPER	264,111.00	60,251.00	203,860.00	264,111.00	0.00			
86	JASPER	168,265.00	168,265.00	0.00	168,265.00	0.00	NO-DEBT OF 80-85 PAID		07.5
87	JASPER	70,831.09	0.00	0.00	0.00	70,831.09			
85	KERSHAW	788,335.00	788,335.00	0.00	788,335.00	0.00	YES-CLASSROOM NEEDS		
86	KERSHAW	494,285.50	241,430.00	252,855.50	494,285.50	0.00		03.5	
87	KERSHAW	233,409.44	116,704.00	116,705.00	233,409.00	0.44			01.5
85	LANCASTER	1,039,052.00	0.00	1,039,052.00	1,039,052.00	0.00		13.5	
86	LANCASTER	591,926.00	0.00	591,926.00	591,926.00	0.00		18.8	
87	LANCASTER	339,433.90	0.00	299,783.00	299,783.00	39,650.90		05.7	
85	LAURENS 55	518,590.00	518,590.00	0.00	518,590.00	0.00	YES-CLASSROOM NEEDS		
86	LAURENS 55	322,126.00	322,126.00	0.00	322,126.00	0.00	YES-CLASSROOM NEEDS		
87	LAURENS 55	137,955.14	0.00	137,955.14	137,955.14	0.00			04.0
85	LAURENS 56	350,673.00	175,336.00	175,337.00	350,673.00	0.00		07.0	
86	LAURENS 56	196,825.76	0.00	196,825.76	196,825.76	0.00		07.0	
87	LAURENS 56	117,154.00	0.00	117,154.00	117,154.00	0.00		04.7	

89

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
85	LEE	328,145.00	328,145.00	0.00	328,145.00	0.00	YES-CLASSROOM NEEDS		
86	LEE	207,128.00	207,128.00	0.00	207,128.00	0.00	YES-CLASSROOM NEEDS		
87	LEE	89,471.43	0.00	0.00	0.00	89,471.43			
85	LEXINGTON 1	802,094.00	401,047.00	401,047.00	802,094.00	0.00		08.0	
86	LEXINGTON 1	502,659.00	239,854.00	262,805.00	502,659.00	0.00		04.5	
87	LEXINGTON 1	264,351.98	15,875.00	0.00	15,875.00	248,476.98			
85	LEXINGTON 2	960,008.00	960,008.00	0.00	960,008.00	0.00	YES-CLASSROOM NEEDS		
86	LEXINGTON 2	542,303.35	542,303.35	0.00	542,303.35	0.00	YES-CLASSROOM NEEDS		
87	LEXINGTON 2	316,558.00	0.00	0.00	0.00	316,558.00			
85	LEXINGTON 3	218,846.00	218,846.00	0.00	218,846.00	0.00	YES-FAVORABLE INTEREST		
86	LEXINGTON 3	122,107.36	122,107.36	0.00	122,107.36	0.00	YES-CLASSROOM NEEDS		
87	LEXINGTON 3	72,682.00	72,682.00	0.00	72,682.00	0.00	YES-CLASSROOM NEEDS		
85	LEXINGTON 4	162,405.00	0.00	162,405.00	162,405.00	0.00			20.0
86	LEXINGTON 4	104,297.00	0.00	104,297.00	104,297.00	0.00			07.5
87	LEXINGTON 4	45,059.80	0.00	45,059.80	45,059.80	0.00		03.6	
85	LEXINGTON 5	973,742.00	0.00	973,742.00	973,742.00	0.00		13.0	
86	LEXINGTON 5	623,263.00	0.00	623,263.00	623,263.00	0.00		07.0	
87	LEXINGTON 5	272,614.88	136,306.88	136,308.00	272,614.88	0.00		01.4	
85	McCORMICK	165,644.00	39,625.25	126,018.75	165,644.00	0.00	NO-DEBT OF 79-84 PAID	12.0	
86	McCORMICK	89,816.76	89,816.76	0.00	89,816.76	0.00	NO-DEBT OF 80-85 PAID		18.0
87	McCORMICK	51,271.00	0.00	23,756.25	23,756.25	27,514.75			03.0
85	MARION 1	318,646.00	158,000.00	0.00	158,000.00	160,646.00	YES-CLASSROOM NEEDS		
86	MARION 1	179,329.37	0.00	0.00	0.00	179,329.37	YES-CLASSROOM NEEDS		
87	MARION 1	107,196.00	0.00	0.00	0.00	107,196.00			
85	MARION 2	261,347.00	226,479.00	0.00	226,479.00	34,868.00	YES-FAVORABLE INTEREST		
86	MARION 2	151,088.39	0.00	0.00	0.00	151,088.39	YES-FAVORABLE INTEREST		
87	MARION 2	92,120.00	0.00	0.00	0.00	92,120.00			
85	MARION 3	69,639.00	69,639.00	0.00	69,639.00	0.00	NO-DEBT NOT INCR 79-84		
86	MARION 3	38,642.05	38,642.05	0.00	38,642.05	0.00	NO-DEBT NOT INCR 80-85		
87	MARION 3	22,489.00	22,489.00	0.00	22,489.00	0.00	NO-DEBT NOT INCR 81-86		
85	MARION 4	49,928.00	49,928.00	0.00	49,928.00	0.00	YES-FAVORABLE INTEREST		
86	MARION 4	29,170.35	29,170.35	0.00	29,170.35	0.00	YES-CLASSROOM NEEDS		
87	MARION 4	18,101.00	8,987.45	0.00	8,987.45	9,113.55	YES-CLASSROOM NEEDS		
85	MARLBORO	643,814.00	614,415.00	29,399.00	643,814.00	0.00	YES-CLASSROOM NEEDS	05.0	
86	MARLBORO	356,473.43	0.00	168,837.72	168,837.72	187,635.71			02.0
87	MARLBORO	208,999.00	0.00	0.00	0.00	208,999.00			
85	NEWBERRY	575,672.00	575,672.00	0.00	575,672.00	0.00	NO-DEBT NOT INCR 79-84		
86	NEWBERRY	345,788.00	345,788.00	0.00	345,788.00	0.00	NO-DEBT NOT INCR 80-85		
87	NEWBERRY	184,687.24	121,231.34	0.00	121,231.34	63,455.90			
85	OCONEE	918,723.00	0.00	99,233.30	99,233.30	819,489.70	YES-CLASSROOM NEEDS		02.0
86	OCONEE	527,902.98	0.00	0.00	0.00	527,902.98	YES-CLASSROOM NEEDS		
87	OCONEE	319,772.00	0.00	0.00	0.00	319,722.00			
85	ORANGEBURG 1	11,308.00	69,106.64	0.00	69,106.64	42,201.36	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 1	62,571.55	0.00	0.00	0.00	62,571.55			
87	ORANGEBURG 1	35,017.00	0.00	0.00	0.00	35,017.00			
85	ORANGEBURG 2	77,291.00	77,291.00	0.00	77,291.00	0.00			
86	ORANGEBURG 2	42,714.08	7,659.00	0.00	7,659.00	35,055.08	NO-DEBT NOT INCR 80-85		
87	ORANGEBURG 2	25,396.00	0.00	0.00	0.00	25,396.00			
85	ORANGEBURG 3	297,352.00	179,277.00	118,075.00	297,352.00	0.00	NO-DEBT NOT INCA 79-84		
86	ORANGEBURG 3	186,010.00	71,085.00	114,925.00	186,010.00	0.00			09.0
87	ORANGEBURG 3	81,290.16	0.00	0.00	0.00	81,290.16			
85	ORANGEBURG 4	150,401.00	150,401.00	0.00	150,401.00	0.00	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 4	96,412.00	96,412.00	0.00	96,412.00	0.00	NO-DEBIT NOT INCR 80-85		
87	ORANGEBURG 4	41,692.06	0.00	0.00	0.00	41,692.06			
85	ORANGEBURG 5	570,665.00	285,333.00	285,332.00	570,665.00	0.00		03.0	
86	ORANGEBURG 5	324,698.72	324,698.00	0.00	324,698.00	0.72	YES-CLASSROOM NEEDS		
87	ORANGEBURG 5	196,602.00	0.00	0.00	0.00	196,602.00	YES-CLASSROOM NEEDS		
85	ORANGEBURG 6	85,149.00	85,149.00	0.00	85,149.00	0.00	YES-CLASSROOM NEEDS		
86	ORANGEBURG 6	46,477.48	30,069.40	0.00	30,069.40	16,408.08	YES-CLASSROOM NEEDS		
87	ORANGEBURG 6	27,323.00	0.00	0.00	0.00	27,323.00			
85	ORANGEBURG 7	74,413.00	74,413.00	0.00	74,413.00	0.00	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 7	48,280.00	48,280.00	0.00	48,280.00	0.00	NO-DEBT NOT INCR 80-85		
87	ORANGEBURG 7	21,750.42	0.00	0.00	0.00	21,750.42			
85	ORANGEBURG 8	51,034.00	51,034.00	0.00	51,034.00	0.00	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 8	28,756.81	20,141.00	0.00	20,141.00	8,615.81	NO-DEBT NOT INCR 80-85		
87	ORANGEBURG 8	17,401.00	0.00	0.00	0.00	17,401.00			
85	PICKENS	1,288,222.00	644,111.00	644,111.00	1,288,222.00	0.00		02.0	
86	PICKENS	728,520.77	728,520.77	0.00	728,520.77	0.00	YES-CLASSROOM NEEDS		
87	PICKENS	443,624.00	0.00	0.00	0.00	443,624.00			
85	RICHLAND 1	2,616,017.00	0.00	2,616,017.00	2,616,017.00	0.00		04.5	
86	RICHLAND 1	1,469,619.00	495,770.44	973,849.43	1,469,619.87	0.00		02.5	
87	RICHLAND 1	867,316.00	0.00	264,133.57	264,133.57	603,182.43		01.0	
85	RICHLAND 2	978,008.00	124,079.00	853,929.00	978,008.00	0.00		12.0	
86	RICHLAND 2	563,129.78	563,129.78	0.00	563,129.78	0.00	YES-CLASSROOM NEEDS		
87	RICHLAND 2	353,470.00	176,735.00	0.00	176,735.00	176,735.00			
85	SALUDA	221,799.00	159,355.00	62,444.00	221,799.00	0.00	YES-FAVORABLE INTEREST		
86	SALUDA	131,329.00	68,885.00	62,444.00	131,329.00	0.00	NO-DEBT NOT INCR 80-85		
87	SALUDA	64,291.73	0.00	0.00	0.00	64,291.73			
85	SPARTANBURG 1	370,529.00	0.00	370,529.00	370,529.00	0.00		05.0	
86	SPARTANBURG 1	208,311.45	181,169.00	27,141.00	208,310.00	1.45		04.4	05.0
87	SPARTANBURG 1	121,547.00	0.00	0.00	0.00	121,547.00			
85	SPARTANBURG 2	596,999.00	0.00	298,500.00	298,500.00	298,499.00		08.2	
86	SPARTANBURG 2	338,578.81	0.00	0.00	0.00	338,578.81	YES-CLASSROOM NEEDS		

90

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
87	SPARTANBURG 2	202,065.00	0.00	0.00	0.00	202,065.00			
85	SPARTANBURG 3	315,691.00	157,846.00	157,845.00	315,691.00	0.00		04.2	
86	SPARTANBURG 3	196,767.00	98,383.00	98,384.00	196,767.00	0.00		02.6	
87	SPARTANBURG 3	83,759.37	41,879.00	41,880.00	83,759.00	0.37		00.9	
85	SPARTANBURG 4	239,792.00	119,896.00	199,896.00	239,792.00	0.00		06.4	
86	SPARTANBURG 4	148,716.00	0.00	148,716.00	148,716.00	0.00		07.5	
87	SPARTANBURG 4	62,267.46	0.00	39,354.00	39,354.00	22,913.46		02.0	
85	SPARTANBURG 5	391,244.00	195,439.00	195,805.00	391,244.00	0.00		06.5	
86	SPARTANBURG 5	247,836.00	58,836.00	189,000.00	247,836.00	0.00		05.1	
87	SPARTANBURG 5	107,389.93	0.00	67,422.00	67,422.00	39,967.93			01.5
85	SPARTANBURG 6	716,531.00	0.00	716,531.00	716,531.00	0.00			00.7
86	SPARTANBURG 6	454,046.00	0.00	454,046.00	454,046.00	0.00		06.4	
87	SPARTANBURG 6	195,911.79	0.00	0.00	0.00	195,911.79			
85	SPARTANBURG 7	987,497.00	30,628.00	956,869.00	987,497.00	0.00		05.2	
86	SPARTANBURG 7	617,121.00	19,129.00	597,992.00	617,121.00	0.00		06.6	
87	SPARTANBURG 7	258,411.82	0.00	258,411.82	258,411.82	0.00		02.6	
85	SUMTER 2	779,466.00	779,466.00	0.00	779,466.00	0.00	YES-FAVORABLE INTEREST		
86	SUMTER 2	443,402.50	443,402.50	0.00	443,402.50	0.00	YES-CLASSROOM NEEDS		
87	SUMTER 2	267,120.00	267,120.00	0.00	267,120.00	0.00	YES-CLASSROOM NEEDS		
85	SUMTER 17	815,149.00	815,149.00	0.00	815,149.00	0.00	YES-CLASSROOM NEEDS		
86	SUMTER 17	465,580.82	465,580.82	0.00	465,580.82	0.00	YES-CLASSROOM NEEDS		
87	SUMTER 17	279,189.00	279,189.00	0.00	279,189.00	0.00	YES-CLASSROOM NEEDS		
85	UNION	560,082.00	560,082.00	0.00	560,082.00	0.00	NO-DEBT NOT INCR 79-84		
86	UNION	315,922.38	0.00	315,922.38	315,922.38	0.00			06.0
87	UNION	185,669.00	0.00	20,227.62	20,227.62	165,442.38			03.0
85	WILLIAMSBURG	764,071.00	764,071.00	0.00	764,071.00	0.00	NO-DEBT NOT INCR 79-84		
86	WILLIAMSBURG	426,047.86	426,046.97	0.00	426,046.97	0.89	NO-DEBT NOT INCR 80-85		
87	WILLIAMSBURG	253,968.00	0.00	0.00	0.00	253,968.00			
85	YORK 1	339,443.00	169,721.00	169,722.00	339,443.00	0.00		07.5	
86	YORK 1	220,412.00	110,206.00	110,206.00	220,412.00	0.00		07.5	
87	YORK 1	96,982.61	0.00	0.00	0.00	96,982.61			
85	YORK 2	276,310.00	19,700.00	256,610.00	276,310.00	0.00		04.0	
86	YORK 2	176,587.00	0.00	176,587.00	176,587.00	0.00		05.0	
87	YORK 2	75,667.84	0.00	37,834.00	37,834.00	37,833.84		00.3	
85	YORK 3	1,149,153.00	574,577.00	574,576.00	1,149,153.00	0.00		06.5	
86	YORK 3	655,418.06	655,418.06	0.00	655,418.06	0.00	YES-CLASSROOM NEEDS		
87	YORK 3	393,701.00	393,701.00	0.00	393,701.00	0.00	YES-CLASSROOM NEEDS		
85	YORK 4	255,023.00	0.00	255,023.00	255,023.00	0.00		13.0	
86	YORK 4	146,584.94	0.00	146,584.94	146,584.94	0.00			06.8
87	YORK 4	88,643.00	0.00	0.00	0.00	88,643.00			
85	YOUTH SERVICES	50,222.00	50,222.00	0.00	50,222.00	0.00			
86	YOUTH SERVICES	29,591.17	29,591.00	0.00	29,591.00	0.17			
87	YOUTH SERVICES	18,950.00	0.00	0.00	0.00	18,950.00			
85	DEPT CORRECT	39,299.00	39,299.00	0.00	39,299.00	0.00			
86	DEPT CORRECT	22,388.22	22,388.22	0.00	22,388.22	0.00			
87	DEPT CORRECT	8,088.44	0.00	0.00	0.00	8,088.44			
85	STATE SUM	55,738,136.00	29,359,427.14	24,957,020.27	54,316,447.41	1,421,688.59			
86	STATE SUM	32,972,531.63	17,668,883.95	11,145,547.99	28,814,431.94	4,158,099.69			
87	STATE SUM	17,703,150.44	2,808,671.17	2,873,980.55	5,682,651.72	12,020,498.72			